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THE MUSLIMS' EDUCATION POLICY (1906-1927)

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ABSTRACT

The Muslim league was formed in 1906 and it contributed in Minto Morley reforms and Montagu Chelmsford's reforms in terms of education. Muslims societies like Anjuman Hamyat e Islam and Anjuman e Islamia took responsibility of mass Muslim education. The Muslims under Khalifat movement and non-cooperation movement boycotted the British education and opened new schools. In 1917 university commission allowed to open universities, so the Muslims opened Aligarh Muslim University (1920), University of Lakhnow (1920), Jamia Milia islamia Aligarh (1920), University of Dacca (1921) and Osmania University Hyderabad. In 1919, diarchy system was introduced which allowed provinces to carry education at their own. This study throws light on role of the Muslims and the Muslim League in education from 1906 to 1927. The Muslims in Punjab, United province and Bengal took the responsibility of the Muslims' primary education. Thus, the Muslims tried to cope with the government institutes in terms of education.

INTRODUCTION

Although All India Muslim League was formed in 1906 but Muhammadan Educational Conference (estb 1886) was safeguarding the Muslim's Educational needs and social interest. Sir Syed Ahmad Khan (1817-1898) was saving Muhammadan Anglo Oriental College and Urdu as official language in united province till his death 1898. Soon after his death, in 1900, Muhammadan Anglo Oriental College was cut short of funds by UP govt. and college was in financial crisis under headship of Nawab Mohsinul Mulk. In 1902, Urdu was replaced by Hindi as official language in UP province. In

1901 first educational conference in India was met under Lord Curzon which was attended by Vice chancellors of universities of Bombay, Madras and Calcutta, director public instructions of provinces. In 1904, University commission was introduced, which modified the previous educational policies of British government. These all events pinched the Muslims to modify the Muhammadan educational conference policies and enter into political scenario and establish All India Muslim League in 1906 secession.

Indian University commission 1902 was appointed by Lord Curzon, after first educational conference in India in 1901, Viceroy Lord Curzon proposed to appoint six members committee to discuss B.A.s and M.A.s syllabus and other reforms at Universities of Bombay, Calcutta and Madras.(Ghosh 2019). Amongst the members, only Indian member was Syed Hassan Bilgrami and other five were British members to seek the results. They recommended reforming university senates, representation of affiliated colleges in university senates and other reforms. As Bilgrami was an active member of Muslim society and this distrust on Muslims raised them to formulate a party which could safeguard their political rights. Bilgrami was one of the founding members of All India Muslim League.

Indian University act 1904 was implemented on universities in India which were five in number at that time, based in Calcutta, Bombay, Madras, Lahore and Allahabad and their affiliated colleges. This act reformed University Senates, reduction of members in senate, representation of affiliated college in senate. This act also helped in transforming primary and secondary education as recommended in state paper of education 1904. The recommendation included strengthen the examination system, test for government service, government control on private enterprise, strengthening, funding and controlling primary education through Director Public Instruction, improvement in secondary education and female education, medium of instruction would be local language, vernacular and English at primary level, hostels with high schools and colleges and affiliation of colleges were addressed in state paper. Although All India Muslim League was not formed yet but Syed Hassan Bilgrami, Sir Agha Khan, Nawab Waqar ul Mulk, Nawab Mohsin ul Mulk and other Muslim leaders welcome new changes and one of the representatives of MAO College Aligarh became senate member at Allahabad University.

LITERATURE REVIEW

The British education in India was earlier started with Charter act 1813 and continued with Mackley, wood dispatch, charter act, hunter commission and finally Indian university act before the emergence of All India Muslim league 1906. Available literature is most recent book of Suresh Chandra Ghosh (2019) book entitled the history of education in modern india 1757-2012 which has thrown a light note on role of the Muslim league and the Muslims in education. S.S. Pirzada has thrown some light on education in his book entitled evolution of Pakistan but he has not touched the Muslim role during Khalifat movement. Z.H. Faruqi (1997) has highlighted some of Dr. Zakir Hussain role during early Khilafat movement in his book entitled Dr. Zakir Husain: Quest for Truth but he has left overall the Muslims role and the

Muslim league role in education. A.A. Brelvi (1938) has discussed the religious education of the Muslims in India in his book entitled the struggle of Muslims in education but he has left modern education for Muslims. Robb (2002) has discussed history of independent India in his book entitled a history of India but he has not touched Muslim education in India. Paranjpe (1938) has discussed modern education in India in his book a source book of modern Indian education 1797 to 1902 but he has not given contribution to Muslims of India in education.

RESEARCH METHODOLOGY

A number of books, articles and newspapers are checked and analyzed for the collection of data and information about the Muslim education and role of the Muslim league in early period of his establishment in British era. It is evident that most literature available has not evaluated the role of the Muslim league and the Muslim leaders in education rather political history is mostly discussed. . Most of the historians have never considered educational side of the Muslim league and early modern Muslim leaders. Review of literature is done concisely and both qualitative and quantitative analysis is done very precisely. In-depth historical analysis is carried on the information presented by historical books. Qualitative and quantitative methods are used such as in-depth observation is done. All the available sources are used to get descriptive data. Logical evaluation and source evidence of available material is done on basis of historical and social evaluation. Conclusion of the whole work is done by the help of careful historical analysis and analytical reasoning.

ANALYSIS AND DISCUSSION

In 1906, All India Muslim League was formed at Muhammadan educational Conference secession at Dhaka . Syed Hassan Bilgrami, Sir Agha Khan, Nawab Mohsin ul Mulk, Hakeem Ajmal Khan etc were one of its founding members. They were also active in educational sector in India. Hassan Bilgrami was one of the members of Indian University Commission 1902, Sir Agha Khan was one of the trustees of MAO College, Hakeem Ajmal Khan was a great scholar and Nawab Mohsin ul Mulk was head of Aligarh institute. These members also welcomed Indian University Act. As in 1905, Partition of Bengal had happened; these leaders and educationists helped and guided the educational progress in East Bengal. This partition also raised Swadeshi movement, congress two groups Moderates and extremists and entry of Muhammad Ali Jinnah in politics as Dadabhai Naoroji's secretary who became president of Indian National Congress in 1906.

Carlyle Circular was issued in October 1905 by Chief Secretary of Bengal, due to protest, boycott and agitation of students of Calcutta University against Partition of Bengal. It threatened the students to withdraw all grants, scholarships and affiliation from respective institute and university. The circular also warned colleges, if violate the government orders, no assistance will be provided by Govt. to the institute. Leaders of the Muslims and All India Muslim league were in favour of good relations with government and did not be part of this protest. MAO College had good ties with government and copped with financial crisis which it met after demise of Sir Syed.

Dawn Society and Anti Circular Society were formed by Satish Chandra Mukherjee and Krishina Kumar Mitra in response to Carlyle circular and which rose the Bengali Zamindars to finance the institutes and students for education. (Das, 1956). National Council of Education was formed to provide assistance to these institutes and students. Society for promotion of technical education was formed to provide financial assistance to institutes and students for technical education. About fifty high schools were affiliated with these societies including eleven schools from west Bengal and forty from east Bengal. The school poem "God Save the King" was replaced by "Bande Mataram" in these schools. All India Muslim league and Muslim leaders were in favour of good relation with British Govt. and were not part of these socialites. The greater number of institutes from east Bengal tied with these societies are due to poverty, agricultural area and low income areas compared to industrialized areas of west Bengal like Calcutta. (Chatterji, 1976).

Educational Progress after Minto Marlay reforms 1909

In 1909 Minto Morlay reforms were introduced which allotted a huge amount on education especially primary education. It allowed Indian to be part of Imperial Legislative Council and G.K. Gokhale became its member in 1910. He demanded and gave resolution of Free and Compulsory education to Boys age 6-10, in areas with 33% male population is already in school and expenditure of this were on local bodies and Govt. in 1:2 ratios. But this bill was rejected in council by 38 to 13 votes, but Govt. increased the grant for education up to 84 Lakhs. But this bill opened a discussion in All Indian Muslim League, Indian National Congress and other political parties. These parties started free education in North Western Provinces in 1912 and with nominal fee in United province, Punjab, Assam and central province. All India Muslim League was in favour of free and compulsory education and made it available in united province and Central province with nominal fees.

In December 1911, in Delhi Darbar annulment of partition of Bengal was done but viceroy Lord Hardinge took out Bihar and Orisa from Bengal and made Assam a new province and capital was shifted from Calcutta to Delhi. This move busted the bubble of extremist group in Bengal and national council of education, Society for promotion of technical education, Anti circular society etc. But this Darbar enhanced the budget of primary education and king George announced additional fifty Lakhs for a network of schools and colleges. All India Muslim league and Indian National congress also demanded free and compulsory for boys and girls, these demands stressed Govt. to review its educational policy and it issued its new Indian Education Policy in 1913.

In 1913, government resolution on education policy was represented in which government refused to take upon the responsibility of free and compulsory education. But due to pressure of political parties like All India Muslim League and Indian National Congress, it showed emphasis on primary education and removal of illiteracy. This resolution urged the provincial governments to provide free education to poorer and more background section

of society and examination were set under board. Within a year all education in Bombay, Punjab, United Province, central province, Assam and NWFP was monopolized by Board Schools. For higher education, government resolute to establish a university in each province and teaching activities at university would be monitored and encouraged. All India Muslim League and Muslim leaders appreciated these Govt. steps and establishment of new universities in each province in coming years.

Due to WWI, government could not stress on education during 1914-1917 and finally to solve the problem of University of Calcutta and other universities Michael Sadler (vice chancellor of Leeds University) along with Hartog was sent to India. He spent seventeen months to view and check the problems of universities in India. University of Calcutta was burdened with students, teachers and affiliated schools and college that it was unmanageable for a single university to cop with the situation. The universities were in control of government imposed by Lord Curzon and senates were unable to resolve the problem. The numbers of matriculation and intermediate students attached with universities were in large number.

The commission gave its recommendations in 1919 and known as Sadler University commission 1919. The commission separated the matriculation and intermediate from universities by creating Board of Secondary and Intermediate Education. The commission resolved the senate problem by formation of widely representative court and an executive committee and for academic affairs formation of Academic Council. These recommendations were implemented upon Universities based in Calcutta, Lahore, Bombay, Madras and Allahabad. Political parties like All India Muslim League and Indian National Congress welcomed these suggestions and were hoping for betterment in education. But in 1919 Montagu Chelmsford Act was passed in which education, Health and Agriculture etc. less important departments were transferred to provincial government. While important departments like Law and order, finance etc were under center control and center had veto powers on conflict of decisions.

Montagu Chelmsford act 1919

In 1919, Dyarchy system was introduced, which means departments and subjects were divided between central government and provincial government. Earlier education was under central government control and from 1919 to India act 1935, education was a provincial subject. Earlier All India Muslim league and Indian National Congress welcomed these changes but after Hunter commission report on Jallianwalla Bagh Massacre and harsh treatment in treaty of Serves with turkey in May 1920, changed League and Congress stand. The Khalifat Movement and Non cooperation movement changed the mind of people to be part of government institutes and they started to send the children into other institutes.

In 1920, Central Government recommended Saddler Report to provincial governments to implement it on primary and secondary education. Provinces tried to enhanced the education but the basic problem they faced was members

of Indian Educational Services, who were working under central government and were also under provincial governments. Their transfer, posting were done through central government. All India Muslim League and Muslims were boycotting the government services under Khalifat movement. They also resisted in implementing the changes made by British government.

There were nine provinces in India which were Assam, Bengal, Bihar, and Bombay, Calcutta, central province, Madras, Punjab and United province. Amongst these provinces Bengal and Punjab were Muslims majority provinces. While All India Muslim League was very active in Bombay, United province, central province and Calcutta. Muhammadan Educational Conference, Anjuman e Islamia, All India Muslim League and other local organizations made their efforts for education during this period (1919-1935) and established different educational institutes including schools, colleges and universities.

Universities established by Muslims (1919-1935)

Central government under Dyarchy system, with the help of provincial government established seven new universities one in each province based in Mysore, Patna, Benaras, Aligarh, Dhaka, Lakhnow and Osmania Hyderabad in period 1916-1921.

Muslim leaders with the help of financial assistance from people and provincial government established universities especially for Muslim students. Muhammadan Educational Conference, Anjuman e Hamayat e Islam, Anjuman e Islamia and All India Muslim League members and leaders helped in fund raising for these universities. Universities formed under Dyarchy scheme for Muslims in United province are Aligarh Muslim University (1920), University of Lakhnow (1920), Jamia Milia Islamia Aligarh (1920), University of Dacca (1921) and Osmania University Hyderabad.

Aligarh Muslim University

It was formed in Aligarh in 1920 by upgradation of Muhammadan Anglo oriental college Aligarh which was established in 1877. While this college was established by upgradation of MAO school which was established in 1875 by Sir Syed Ahmad Khan. Under Dyarchy scheme, United province provincial government allowed to establish new universities in province. Muslim leaders like Agha Khan, Nawab Mohsin ul Mulk, Nawab Waqar ul Mulk etc were from this institute. All the youth leadership of All India Muslim League and Initial workers of Pakistan came from this university. Basically the struggle of Pakistan was done by students of this university.

University of Lakhnow

It was established in 1920 by upgradation of Canning College Lakhnow which was established in 1867. Raja sahib Mahmudabad Sir Muhammad Ali Khan gave his of residences, Amin uddin Palace for the campus of university and donated one Lakh rupees for university. Raja of Jahangir abad also donated

one lakh rupees for the university. Raja Sahib Mahmudabad was the trustee of university and had been the president of All India Muslim League secession in 1917, 1918 and 1928. He and later his son Muhammad Ameer Ahmad Khan were financial donors of Muslim League and founder of Muslims Students federation. This university produced workers and leaders for the struggle of Pakistan.

Jamia Millia Islamia or Muslim National University

It was established in Aligarh in 1920 by notable Muslims leaders like Molana Muhammad Ali Johar, Hakeem Ajmal Khan, Mukhtar Ahmad Ansari, Zakir Hussain under the residency of Molana Mahmud ul Hassan etc. It was founded by Dyarchy rule of 1919 and province UP allowed to establish this university. In 1935 this university was shifted to Okhla near Dehli, so now its Jamia Millia Islamia Delhi. Molana Muhammad Ali Johar and Hakeem Ajmal Khan had been a member of All India Muslim League and even had been president of league. This university provided students for the independence struggle to both All India Muslim League and Indian National Congress.

University of Dacca

It is located in Dhaka, Bangladesh and was first university to be established in East Bengal of India in 1920 and the university opened its gates for students in July 1921. Nawab Khawja Saleem, Nawab of Dacca gave its 600 Acre land and resources for this university. It was a compensate for All India Muslim League and Muslims for annulment of Partition of Bengal. In 1973, after independence, the university was named Dhaka instead of Dacca. Muslim Leader Nawab Salim Ullah was its founder and All India Muslim league was pleased to open a university for Muslims in east Bengal. The university provided the workers for the struggle of Pakistan and these students made help in Referendum in Sylhet to decide for Pakistan.

Osmania University Hyderabad

It was established in 1917 by Farman of 7th Nizam of Hyderabad Mir Osman Ali Khan and it was named after Mir Osman himself. It was seventh oldest university in India and third oldest university in south India. It was first university to provide education in Urdu, Indian language instead of English language. The university was welcomed by scholars like Rabindar Nath Tagore, Dr. Allama Iqbal and other Muslim leaders. Mir Osman was a regular donor to All India Muslim League for the struggle of Pakistan. He fixed monthly donation for Muslim leaders like Quaid e Azam, Allama Iqbal etc and others. This university provided workers for struggle of Pakistan and initial workers and literate officials for newly created Pakistan came from this university.

Education under Non Cooperation Movement (1919-1924)

In 1919 Khalifat Movement and in 1920 Non Cooperation movement was launched. As Muslims, Hindus and Sikhs were boycotting government

schools, college and universities. So they established new sources of education for their children.

National Schools and colleges were established throughout the country at Ahmadabad, Benaras, Calcutta, Lahore, Patna, Poona and other provinces by Khalifat committee, non cooperation movement committee, congress and Muslim league. These schools offered same courses as offered by Government schools and colleges but medium of instruction was mother tongue. These national schools lost their importance after end of non cooperation movement by Gandhi after Chorachori incident and blames of financial corruption on Khalifat Committee.

Azad schools were established by Muslims in UP and CP which were governed by Muslims leaders during Khalifat and non cooperation movements. The teachers for these schools were given by Aligarh Muslim University and Jamia Milia Islamia. Azad Schools were governed and financed by Khalifat committee but lost their importance after blames of financial corruption on Khalifat Committee and finally end of Khalifat by Mustafa Kamal in Turkey in 1924.

Gurukul institute was established in Punjab and Viswa Bharati was established in Calcutta for education in regional languages by Tagore. The Punjab school worked till 1924 and then it was shifted to Kangri. Due to non cooperation movement, Muslims leaders welcomed these schools and insisted Muslims to leave British government schools and join schools settled by Indians.

These National and Azad schools had decline in Students due to lack of buildings and trained teachers and were came to sudden when Gandhi stopped Non cooperation movement on February 5, 1924 after Chauri Chaura incident. Although students deceased in government schools at that time but there was an increase of Mass education during this Khalifat and non cooperation movement.

Education in Punjab under Diarchy

Under Dyarchy system, department of Agriculture was established which governed the departments of Agriculture, education and industries. In 1920 two minister one from Hindus and one for Muslims to govern agriculture and education were appointed in Punjab which were Sir Fazl e Hussein for Muslims and Lala Harkishan for Hindus . But due to demand of Sikhs for education, in 1927 ministry of local self government was created. Three Ministers Feroz Khan Noon, Sir Jogindar Singh and Manohar Lal representing each community were appointed to run Local Self government in Punjab. For the period of 1920-1935, the ministers of education in Punjab under Dyarchy were Sir fazl e Hussein, Chaudhry Chotu Ram, Manohar Lal and Feroz Khan Noon.

Cooperative Educational Societies

Sir Fazl e Hussein and other ministers made small group of members of Cooperative education societies to promote primary education. The members

of these societies were volunteered and target was to teach children for four primary classes. The poor and backward districts of Mianwali and Kangra were given importance and 90% of educational expenses were burdened by govt in these districts. All India Muslim league and Muslim leaders in Punjab like Sir Fazal e Haq, Feroz Khan Noon and Sir Shafi Muhammad welcomed this decision and motivated students for more education.

Punjab Agriculture College Lyallpur

Although the college was established in 1909 and was under the affiliation of University of Punjab till 1917. In start, it offered three year diploma which extended into four years diploma. But under ministry of education in Punjab, college was extended in 1920. It started to offer B.Sc and M.Sc agriculture and other courses for the need of cultivation. College started one and half month course on Blacksmith in 1924 for poor labour and students. All India Muslim league and Muslim leaders in Punjab like Sir Fazal e Haq, Sir Shafi Muhammad welcomed this decision and motivated students for more education.

Institutes established by Anjuman e Hamayat e Islam (1919-1927)

Anjuman e Hamayat e Islam was established in 1884 by Khalifa Hameed Uddin for the intellectual and social welfare of Muslims of Lahore. All India Muslim League Punjab leaders like Allama Iqbal was also a member of this organization. It established different schools, colleges, orphanages and hospitals for the public of Lahore especially for Muslims. Muslims students Organization Punjab was full students from institutes of Anjuman specially Islamia College Lahore. Here are some of the institutes which were established by Anjuman in Lahore, (Qureshi, 1999)

1. Islamia college Lahore
2. DarulShafqat (for males only)
3. DarulShafqat (for females only)
4. DarulAman (for females only)
5. DarulUloomDeenia (for both males and females)
6. Hamayat e Islam High School (for boys)
7. Hamayat e Islam Pasha Girls High School
8. Hamayat e Islam Rajgarh School
9. Hamayat e Islam Degree College (for women only)
10. Hamayat e Islam Law College
11. Hamayat e Islam Tibbya College
12. Hamayat e Islam YounaniShafaKhana
13. Hamayat e Islam Library

Schools by Anjuman e Islamia (1919-1927)

Anjuman e Islamia was established in other cities of Punjab with interaction of Anjuman e Hamayat e Islam. The Anjuman established different schools and colleges in different cities of Punjab and even in Sindh province. All India Muslim League regional leadership was associated with these schools and

colleges and movement of Pakistan was fought through these schools and colleges. Like Islamia College Peshawar provided support to Khan Abdul Qayoom Khan, Islamia School Multan provided support to Sayed Walliyat Hussain Galani, Ali Hussain Gardezi and other League leadership in Multan. These institutes were the worker provider to the struggle of Pakistan and backbone to Muslim Students federation. Schools and institutes established by Anjuman e Islamia in different cities of Punjab and even in Sindh are as follows

1. Islamia College Peshawar
2. Islamia High school Aam Khas Bagh Multan pka Sanatan Dharam High School Multan
3. Islamia High School Haram Gate Multan pka Sanatan Dharam Middle school Multan
4. Walliyat Hussain Islamia Degree College Multan

Anjuman e Khawateen e Islam

5. In 1916, Begum Rokeya founded Anjuman e Khawateen e Islam (Islamic Women's Association) to discuss the education and progress of Women in Punjab especially in Lahore. I worked for women education and convince families to send their girls child to school. In 1919-1924, it became active during Khalifat movement and mobilized women in Punjab. But this Anjuman faded its worth with the passage of time and emergence of All India women Muslim league in 1937 and Muslims girls' students' federation in 1937.

Hartog Committee under Simon Commission 1927

In 1927, British Government appointed a commission to enquire and report about Montagu Chelmsford act, under the headship of Sir John Simon with seven members including Attlee, Sir Stafford Crips and Hartog. The Simon commission was also asked to submit a report on education, on which it formed a subcommittee under Philip Hartog. He earlier had come to India as a member of Sadler's Calcutta University Commission and had served as vice chancellor of Dacca University.

Hartog committee was boycotted by All India Muslim League and Indian National Congress like Simon Commission. But in Punjab, it was welcomed by Muslim league Shafi league and Sikh leadership and they represent their educational problem to Hartog committee like separate educational institute and religious education for Sikhs like Muslims and Hindus. Simon commission recommended separate electorates for Sikhs along with Muslims and both communities were given separate electorates in 1932 Communal awards.

Hartog gave its report in 1929 previewed the progress of education during last decade and appreciated the primary education. Although the most progress was done during non-cooperation movement but he was satisfied with progress. But he noticed the drop out Ratio of student and Wastage and

Stagnation of students during this period, which increased due to students shift from Govt. schools to national schools and again to Govt. schools.

Hartog commission gave recommendations for improvement in primary education, students retention in educational institutes and improved quality education. Here are recommendations of Hartog commission on education,

1. Emphasis on primary education, Fixation of minimum primary education for four years
2. Only deserving students go for high and intermediate schools while vocational schools be established and poor in studies students should go for some vocational training after class VIII.
3. Adjustment of school hours and holidays according to seasonal and local requirement.
4. For improvement and standard education at University, admissions should be restricted and entrance examination test should be taken.

Muslim leadership in Punjab and Muslim League Shafi Group met and appreciated the efforts and suggestions of Hartog commission and fully supported it for betterment of primary education. Muslim league Jinnah group also welcomed the commission proposals and wished for the betterment of education specially primary education.

CONCLUSION

It is evident that All India Muslim League was representing the Muslims in India but the party was not majorly involved in education. Rather it was the Muslim leaders like Hakeem Ajmal Khan, Muhammad Ali Johar etc. and the Muslim organizations like Anjuman e Islamia were opening schools. Azad schools in united province were opened by the Muslim league but in Punjab unionist party was having school education under diarchy and running it well. Overall six Muslims universities were established in that era but none of them in now in the area called Pakistan.

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