

- iv. On the whole, the school did not function as a distinct social agency and education played a minor role in promoting social mobility.
- v. After many a controversies, the policy finally decided upon, was a secular education (using English at the higher levels).
- vi. Elementary education in the mother tongue came within the purview of government policy in 1840.
- vii. This period, also, saw the development of a public works policy leading to the provision of training engineering personnel.
- viii. The Dispatch of 1854 gave all these measures a unified shape and laid down the lines of future development. Among the major recommendations were the establishment of universities and setting up departments of public instructions.

Quraishi, M.A. (1960) did work on "Muslim Education and Learning in Gujarat".¹⁶

Objectives:

An attempt was made to delineate the various facts of the development of Muslim education in Gujarat together with an account of the notable contribution of the Gujarat scholars to the Muslim Sciences, like 'Hadis', 'Tafseer' and 'Fiqh' in particular and to the Arabic and Persian languages in general, in the form of numerous outstanding books written by them.

Methodology:

The sources of data included the Persian and Arabic Histories of Gujarat written by Muslim scholars and a few modern scholars, some biographies and manuscripts of