

- vi. The curriculum of Muslim education revolved round The Quran, Hadith and Muslim jurisprudence till the close of the 15th century in India.
- vii. The teacher occupied the main position in the system. Mastery of subject- matter, piety and fear of God were some of the qualities of Muslim education.
- viii. Revelation was essential for knowledge in Islam but was not opposed to reasoning. The Quran emphasized observation, thinking and reason, but Muslims remained traditionalists and resisted modernization. Sir Syed Ahmad Khan tried to modernize Muslim education, but Deoband resisted.
- ix. Traditional Muslim education was relevant to Muslim individuals because they could not perform the essential duties of Islam without knowledge of The Quran and Hadith.
- x. It was relevant to the country because Muslim theologians participated in the freedom movement and Muslim products of modern education supported the two-nation theory of the Muslim League.

2.2 STUDIES IN JOURNALS

Suroor, Aale Ahmad (1998) wrote an article, "Sir Syed Ahmad Khan: Maanviyat Ki Talash (Sir Syed Ahmad Khan : Search for Relevance)".³¹ In this article he wrote that Sir Syed was a great intellectual and an institution in himself. Sir Syed's intellect and greatness are evident from his writings such as *Asar-us-Sanadid*, *Revision of Ain-e-Akbari*, *History of Bijnor Revolt*, *Commentary on the Holy Quran*, and causes of Indian Revolt of 1857.

He contributed much to Urdu language and literature. He started "The Mohammadan Social Reformer" i.e, *Tahzibul-*