

CHAPTER XII.

EDUCATION AND CULTURE

HISTORICAL BACKGROUND

The remains of what is claimed to be the Vikramshila University at Pathergatta, 6 miles from Colgong remind us today of a high incidence of education and culture in this district in the past. It is believed that the foundation stone of this University was laid down by Raja Dharampal of Pala dynasty in the 8th century A.D.

During the reign of Turko-Afghan and Moghul rulers, education through the medium of Persian and Urdu was imparted. *Mukhtabs* for elementary and *Madrasas* for higher learning were established. These *Mukhtabs* and *Madrasas* were generally attached to mosques. The Maulavis were maintained by the villagers. There were also *Tols* where education through the medium of Sanskrit used to be imparted.

Francis Buchanan has left a somewhat diffusive account of the background of education and culture in Bhagalpur district. His "An Account of the District of Bhagalpur in 1810-11" has been published by the Bihar and Orissa Research Society in 1939. Although he cannot always be relied on as apparently he depended much on hearsay, we may have some picture of the incidence of education and culture from Buchanan's account. He mentions that the *Guru* instructs the boys only in the mere rudiments of writing and arithmetic, by instructing them to form their letters and figures, on a board, with a reed and white ink, made of powdered mica. The boys were afterwards taught by their parents, to write on paper, and to keep accounts.

Buchanan mentions two types of schools: (1) Elementary schools teaching the vernaculars and (2) Indigenous schools of learning where medium of instruction was Sanskrit or Persian and Arabic.

Buchanan particularly refers to two Bengali Brahmins, Ramram Nayayalankar and Radha Charan Vidyavagis and a Maithili Brahmin Nityananda Ojha, who were great scholars and taught grammar, law, *Kavya*, *Smriti*, etc. Mention was also made of one Sambhu Nath Ghosh, a Bengali Kayastha of Champanagar who had deeply studied grammar.

Francis Buchanan mentions regarding dialect and language as follows:—"In by far the greater part of the district the Hindi character and dialect almost universally prevail; except that a few rude tribes still retain languages peculiar to themselves, which appearing to have derived very little from the Sangskrita, may be considered as pure aboriginal Hindu dialect, these tribes having in their appearance nothing of the Chinese nor Tartar race. The Hindi

spoken in the better cultivated parts of the district differs no more from that of Mithila, than is usual in different parts of Puraniya, and the pronunciation is nearly the same. Among the hills and woods the accents vary much, and each tribe, even of those, which have adopted the Hindi dialect, retains many obsolete or strange words, besides an uncouthness of pronunciation, so that many of them are almost totally unintelligible.".....

"In this district those who use the Hindi dialect in common affairs, write the Nagri character; and the highest ranks, even the *Pandits*, both in common discourse and epistolary correspondence on ordinary affairs, employ the language that is commonly spoken, and is intelligible to the vulgar. It is promiscuously called the *Bhasha* or *Desbhasha*, and no books have been composed in it. The compositions which they possess, that are not in pure Sangskrita, are all so mixed with that language, as to be unintelligible to the vulgar; and this language also is called *Bhasha*. The *Ramayan* of Tulsidas is the one most used and is much more read than understood..... Among the Brahmans and higher classes are some who understand the meaning, although they cannot read any character. This is the case with all women, who understand the poetical language; for none of the female sex have been instructed to read. The other books in the poetical language that are in most common use, are *Harischandra Lila*, giving an account of a Raja named Harischandra, the *Bhagwat* of Lalach Halwai, mentioned in my account of Puraniya: and the *Rasvihar*, also mentioned in the same account. These three are more easily understood than the *Tulasi Dasi*, and even the vulgar understand a considerable part of *Harischandra Lila*. On this account probably it is that they are little esteemed."

According to Francis Buchanan there were Persian knowing people in the district who were capable of conducting business more or less perfectly in that language.* According to him the education in zamindars and other proprietors of the land was more or less neglected. He mentions that the *Pandits* of the district study Grammar, *Jyotish* and Law. He also mentions that the Brahmans in the western parts of the district have to themselves the exclusive privileges of acting as astrologers, soothsayers and wisemen.

Regarding medicine, he mentions that "Medicine is in rather a more creditable state than towards the east. About 270 Sakadwipi Brahmans and a few Maithilas practise medicine. They in general know more or less of Sangskrita, and have some books treating on diseases and remedies, and written in that language".

The Record Room of the Commissioner, Bhagalpur Division contains more than a hundred English correspondence volumes.

*Persian was learnt both by the Hindus and Muslims and being the court language to a large extent, a knowledge of Persian was taken as an asset (P.C.R.C.).

Some of the letters throw light on the system of vernacular education that was set on foot by the Government of Bengal in the forties of the last century. They chiefly discuss the primary vernacular education that was then prevalent in the districts of the Revenue Division, Bhagalpur, which at that time comprised Bhagalpur, Dinajpur, Malda, Monghyr, Purnea and Tirhoot districts. Dr. K. K. Basu of Bhagalpur has made some research into the history of vernacular education in mid-nineteenth century in this division. It appears that a Government communique issued by the Under-Secretary to the Government of Bengal dated the 18th December, 1844 sanctioned the formation of village schools in the several districts of Bihar, Bengal and Cuttack as a pilot experiment. As a preliminary step, Bhagalpur Division was to have 17 schools in its different districts. Bhagalpur was given three schools along with Dinajpur, Monghyr, Purnea and Tirhoot while Malda got two only. The system of education was to be strictly uniform. The Collectors were to visit the schools at least once a year and report on them annually to the Commissioner who was to submit a general report to the Government.

The prominent zamindars and other wealthy private individuals were approached for providing funds and rendering assistance in this matter. The endeavour of the Collector of Bhagalpur to induce the zamindars and merchants to come forward in promoting the measure was attended with very little success. Indeed the whole amount subscribed was Rs. 102, but the greater part of which had been contributed by the *amlahs* of the several Government offices, the difficulties faced in collecting the sum was sufficient evidence of the reluctance with which it was given. This want of funds had prevented anything being done towards erecting school buildings. It was not before April, 1846 that the ground to the east of the Bhagalpur Kotwali was chosen for the site of the school house to be erected there and this land belonged to Madan Thakur who offered it at an annual rent of Rupee one and anna one per bigha. The vernacular school was opened with 16 boys on May 1st, 1846, in a small bungalow temporarily rented at Rs. 5 per month.

Regarding the Government scheme for English and Vernacular education it may be mentioned that it was devised in 1835. In Bihar two educational circles were established—one at Bhagalpur and another in Bihar. The scheme was to introduce a central college with as many Zila Schools as there were districts in the circle. The Zila Schools were to be connected with the college by a system of scholarships, called junior scholarship. The object was to communicate through the means of the English language, superior education in European literature, philosophy and sciences to the greatest number of students that might be found ready to accept it. A Government resolution dated the 20th October, 1844 directed the Council of Education to examine candidates for employment in the public service and to publish their number in order of merit.

In pursuance of the above policy a start was made establishing Zila Schools and a Zila School, namely, the Hill School was established in Bhagalpur. It was so called because it was intended to train Santhals living in the Damin-i-Koh (hill tract) in the Santhal Parganas to serve as Rangers in the district, but the general population was freely admitted to it. Another school was started at Bhagalpur called the Bhagalpur Institution.

Vernacular classes were opened in all the Zila Schools of different districts and a number of vernacular schools were established in each district independently. These were called Hardinge Schools. A system of vernacular scholarships was created to enable the vernacular students to complete their education in Zila Schools.

In 1842 the Council of Education was established for the control of education and the Local Boards and District Committees of Public Instruction were appointed to work under it. The Council had a paid Secretary and for sometime a paid professional Inspector.

The schools were superintended by local committees subject to the control of the general committee. These committees were composed of European and Indian residents who were appointed by Government on the recommendation of the General Committee. The funds of each institution were placed in the hands of a Secretary appointed by the local committee. These consisted of donations, subscriptions and pay for the tuition of the youths. Persons of all religious opinion and castes were admissible. No boy whose age exceeded 8 years was admitted unless he could read correctly and with a good pronunciation the second English Reader of the School Book Society. No boy whose age exceeded 12 years was admitted unless he could read, parse and explain passages in the fifth English Reader of the School Book Society. Instruction was usually given for five hours with an interval of one hour for recreation.

WORKING AND CURRICULUM

The school hours were from 10 A.M. to 5 P.M. and the boys were allowed one hour's leisure from 12 A.M. to 1 P.M. and a half holiday on Saturday. The boys were separated into four classes. In the fourth or the lowest class the boys learnt the alphabet: they were taught to form the letters on the ground with a chalk. The third class consisted of boys who could write a little and read tolerably well the primers. The boys of the second class were those who had finished the primers and learnt Arithmetic. The first or the highest class boys read Grammar, Geography and Arithmetic—the four rules of addition, subtraction, multiplication and division. They wrote from dictation and could parse words in a sentence.

But this system of education proved unavailing on account of want of assistance and support on the part of the public. The

public hardly appreciated the blessings of education and consequently unwilling to burden themselves with pecuniary charges they could possibly avoid. They were generally opposed to the system of mixing together the sons of respectable and wealthy persons with those of the lower and poorer classes. The upper classes believed that "to teach learning and manners to the low born was to put a sword into the hands of the robber". The services of competent persons who could work as teachers could hardly be procured. Many of the residents seem to have been deterred from sending their children to the schools for fear of interference with their religion through the books which had been obtained at Calcutta. So much was the apathy and the childish prejudices of the people that in some schools where prizes had been given, the people had not construed them as the reward of merit, but had actually left these schools through the fear that such donations were nothing but money that bound them to the institutions. The indigent condition of the lower classes reserved as a handicap to the progress of educational institutions. The higher class still clung to the old court language the knowledge of which was always held as an accomplishment. The knowledge of Nagri, they did not desire to acquire. The lukewarmness of the better classes sprang from the fact that they did not feel the want of public institutions for vernacular education as they could get their children taught at home. As a matter of fact in the rich families a Maulavi or a Munshi who would teach the children and keep accounts was an accepted feature.

In the fifties of the last century the Church Missionary Society undertook to establish schools amongst the Santhals, and the Government gave their co-operation. It was proposed that there would be two sorts of schools, viz., the ordinary schools and the industrial schools. In the latter, various arts, such as tanning, shoe-making, rope making, carpet making, weaving tussar silk and crafts of agriculture would be taught.

Later, this scheme of education was disapproved by the Court of Directors who desired that in supersession of the previous arrangement, a scheme was to be prepared for affording the Santhals the means of education through the agency of Government officers.

W. W. Hunter in his Statistical Account of Bengal (Vol. XIV), 1877 gives us an account of the progress of education. He mentions "the progress of education in Bhagalpur has been small, when compared with its great diffusion in Bengal proper during the past twenty years. The number of Government and aided-schools in the district was 10 in 1856-57, and 12 in 1870-71, showing an increase of two schools only. In 1860-61 the number was only 9. The total number of pupils, however, increased in the same period from 358 to 750. By this time a system had been evolved and vernaculars were the medium of instruction in the lower stages while English became the medium in the higher stages."

According to the Police statement from 1861 to 1864 (Vol. 457) education was not much encouraged by residents. There was one

Anglo-Vernacular School at the Sudder Station and there also existed one Government school besides this. There were few Government vernacular schools which were not well attended. The number of native *Pathshalas* was insignificant and the attendance paltry.

W. W. Hunter further mentioned that in 1873-74, the number of Government and aided-school had increased to 234 in consequence of the introduction of large changes in the system of primary education, whereby 222 schools received grants varying from 8s. to 10s. month. By the same year, the number of pupils had increased to 5,972 of whom 5,273 were Hindus, 692 Muhammadans, 4 Christians and 3 of other dominations.

The total number of schools in the district in 1873-74 was 244, attended by 6,270 pupils, showing one school to every 177 square miles of area, and to every 7,484 of the population, attended by a student from every 291 of the population.

Regarding Higher Class English Schools Hunter mentioned that there was only a single school of that description in Bhagalpur district, which was, however, one of the oldest in Bihar having been founded in 1837. There were 176 pupils on the rolls at the end of 1856-57. The number of pupils rose from 360 in 1871-72 to 386 in 1872-73. The average daily attendance was 312 in 1871-72, against 272 in 1872-73 and the fees realised amounted to £716 13s. 9½d., against £630 5s. 1½d.

Regarding Middle Class English Schools Hunter mentioned that in 1873-74 there were three aided Middle English Schools at Colgong, Madhepura and Banka and four unaided at Barari, Sonbarsa, Parmeswarpur and Supaul, the aggregate number of pupils was 302 of whom 114 were in the aided and 188 were in the unaided schools.*

He mentioned that there were seven middle class vernacular schools in the district in 1872-73. They were attended by 300 pupils. The school at the headquarters town of Bhagalpur stood first, the average daily attendants in 1872-73 being 143 against 115 in the previous year.

Regarding Primary Schools Hunter mentioned that at the headquarters subdivision, there were about 129 *Pathshalas* at the time the census was taken in 1872. Later on, in the same year, when the new system of primary education was introduced, only 72 of these and 7 *maktabs* could be discovered; of those found; 56 schools, attended by 2,280 boys, had been admitted to the benefit of the new grant-in-aid rules and subjected to Government supervision.

From Hunter we also find that there was a Normal School at Bhagalpur to train *Gurus* or school masters for the village schools.

*Madhepura and Supaul are now in Saharsa district which was carved out of Bhagalpur district.

Further he mentioned that there was one girls' school at Bhagalpur during 1873-74. It was attended by 13 Bengali girls and 1 Bihari. The girls read the Bengali Primer, Geography of India and Arithmetic and they were also taught needle work. This seems to have been the first girls' school in the district.

The same system of education continued and there was an expansion of schools of various stages for the boys. The number of girls' schools, however, did not expand much.

The following quotation from the last *District Gazetteer of Bhagalpur* by J. Byrne will show the trend of educational progress till 1909 :—

“General.—It must be recognised from the outset that education though making considerable progress is in a backward condition in this district. The test of literacy adopted at the last census was very easy, namely, ability to read and write any vernacular. The census enumerators generally interpret this test in a far from stringent manner, and classify as literate any one who can read and write his own name. Even this test was only passed by 69,260 persons in 1901. As regards literacy in English, only 2,591 persons were returned as able to read and write English.

“This means that only 66 males per thousand and 1 female per thousand are literate. In 1891, 61 males and 1 female per thousand were returned as literate and learning. The subdivision into literate, learning and illiterate was maintained in the enumerations of 1881 and 1891, but has been dropped since as it gave rise to considerable anomalies without any compensating gain.

“In 1881, 42 males only per thousand were learning and literate ; no females were returned as learning or literate. As the learners in 1881 and 1891 are the literates in 1891 and 1901, it is clear that there has been steady progress made in the direction of literacy during the last twenty years. The figures of the 1911 census will probably show a further increase.

“Another point of view from which this question may well be regarded is the consideration of the number of persons per thousand, over the age of 15, that are literate. In 1891 the figures were 86 males and 1 female per thousand; in 1901 the corresponding figures were 95 males and 2 females. This shows a very considerable increase and is a hopeful indication for the future.

“Distribution of literates.—The Sadar subdivision contained in 1901, 30,675 literates out of the district total of 69,260.

In Bhagalpur thana itself there were 17,033 literates and the majority of these no doubt were living in the town. So too in Colgong thana there were 5,867 literates, most of whom were living in the Municipality of Colgong.

"Banka subdivision had 13,117 literates out of a population of 4,33,499. Its standard of literacy was thus higher than that of Madhipura, with 12,791 literates out of 5,59,310 inhabitants; and higher also than that of Supaul which had 12,677 literates out of 5,10,900 inhabitants.

"*Numbers attending school.*—In this district, the number of boys of school going age is about 154,130. In 1907-08 only 15.4 per cent of those were attending school and in 1908-09, only 19.9 per cent. In this respect this district is almost the worst in the province, only two (Palamau and Champaran), and those notoriously backward districts, returning smaller percentages.

"*Collegiate education.*—Collegiate education in Bhagalpur is identified with the Tej Narain Jubilee College, which was established in 1887 by Babu Tej Narain Singh, a local zamindar. It was at first a second grade college but in 1890 it was raised to its present status as a first grade Arts College. Law classes were opened then but they have recently been abandoned as "affiliation in law" was refused to this college.

"No Government grant is taken by this college. It is maintained entirely by subscriptions and donations supplemented by the receipts from fees. The fees are rupees five and rupees six per month. In 1902 the college had 213 students on its roll and 28 in the Law Department. These figures have not been maintained. In 1904, there were 138 on the rolls in 1906, 183; and in 1908, 178. In this last year, the average monthly roll number was 148, and the average daily attendance 102. The total expenditure in 1908 was Rs. 18,994, which sum was derived in practically equal proportions from fees and from endowments and other private sources. The cost per annum of each student was thus Rs. 128. Fifty-six students were presented for the First Arts examination of whom 24, or 30.3 per cent, were successful. Forty-two students were presented for the B. A. examination of whom 14, or 33.3 per cent, passed. The corresponding figures for the whole province are 41 per cent of successes in the First Arts examination and 37 per cent in the B. A. degree examination, so this college is a little below the general average.

"The following figures, taken from the Annual Administration Report of the Bhagalpur Division for 1908-09, give an

idea of the number of educational institutions in the district and of the amount expended on education from various sources.

"High Schools.—There were seven high schools with 1,454 pupils on the rolls. They received Rs. 9,257 from provincial revenues; Rs. 26,221 from fees and Rs. 12,755 from other sources in the year 1908-09. The average cost per pupil was thus Rs. 33.17. As compared with the figures for 1894-95, there was a marked increase under every one of the heads just enumerated. No financial aid was given by the District Board or by the Municipalities in that year to high schools.

"Middle Schools.—Including English and Vernacular schools, there were in all 11 Middle schools with 907 pupils on roll in 1908-09. They received Rs. 600 from Provincial revenues; Rs. 2,961 from the District Board; Rs. 480 from Municipal Funds; Rs. 3,578 from fees, and Rs. 2,333 from other sources in that year. The average cost per pupil was Rs. 10.9.

"Primary Schools.—Including Upper and Lower, there were 984 Primary schools with 25,042 pupils on rolls in that year. Provincial revenues contributed Rs. 5,608 in that year; District Board funds contributed Rs. 23,062; Municipal funds contributed Rs. 1,398. The receipts from fees amounted to Rs. 38,070 and from other sources Rs. 22,771. The average cost per pupil was Rs. 3.6 only.

"Other Schools.—There were also nine training schools for teachers attended by 149 pupils. The total cost to provincial revenues was Rs. 7,610 and the sum realised from fees was Rs. 455. The cost per pupil was thus Rs. 54.1.

"In addition there are some Sanskrit *tois* of which the most important is the Vidyasagar Memorial Sanskrit *Tol* at Kanangarh. It is attended by about 75 pupils. A monthly sum of Rs. 25 is granted by Government to it and private donations and subscriptions help to maintain it. The subjects taught are Sanskrit, grammar and literature, astronomy and *smriti*.

"There are 52 Muhammadan *maktabs* as well, the cost of which to Provincial revenues was Rs. 1,789. The sum realised from fees was Rs. 1,527 and from other sources, Rs. 680. The cost of each institution was thus Rs. 76.8 per annum. There are also some schools for aboriginals such as the Sonthals, Dhangars, etc., who are numerous on the eastern and southern borders of the district."*

* *District Gazetteer of Bhagalpur* by J. Byrne.

INCIDENCE OF LITERACY

In 1881 there were only 42 males per thousand as literates. The percentage was 4.2 per cent. This rose to 6.6 per cent during 1901. This presents a picture of progress in field of education for males. The population of the district according to the census of 1951 is 1,429,069. According to 1951 Census* there are 138,183 persons who can only read and write but have not passed the middle examination but are classified as literate population. The percentage of literacy of both males and females according to the Census of 1951 comes to 9.66 per cent.

The following table supplied by the Education Department regarding the number of persons attending different kinds of institutions will show the steady progress of education in the district :—

Year.	Males.	Females.	Total.
1909-10	28,537	4,163	32,700
1916-17	34,654	4,593	39,247
1921-22	41,107	4,686	45,793
1926-27	59,296	4,606	63,902
1931-32	56,835	4,850	61,685
1935-36	60,993	9,887	70,880
1940-41	69,171	11,606	80,777
1946-47	83,672	5,976	89,640
1951-52	73,066	14,746	87,812
1952-57.. ..	83,484	20,938	1,04,422

The following statement quoted from the District Census Hand Book, 1956 gives the number of literates and persons who have passed any institutional, academic, vocational or technical examination:—

	Persons.	Males.	Females.
Literate	138,183	102,378	35,805
Middle School	25,651	19,968	5,683
Matriculate	9,296	7,553	1,743
Intermediate	4,743	4,169	574
Graduate	1,904	1,753	151
Post-Graduate	768	768	..
Teaching	1,542	1,301	241
Engineering	42	42	..
Commerce	43	41	2
Agriculture	99	99	..
Veterinary	16	16	..
Legal	627	627	..
Medical	1,286	1,224	62
Others	11,211	9,067	2,144
TOTAL ..	195,411	149,006	46,405

*District Census Handbook, Bhagalpur, p. 98.

From the statistics it is apparent that in the technical branches of education like Engineering, Commerce, Agriculture and Veterinary women seem to take no interest. The chief avocation for educated women appears to be that of teachers and doctors. The category 'others' include those who have passed Hindi examinations, such as, *Prathama*, *Madhyama*, *Sahityaratna*, *Visharad*, etc. On the whole it cannot be said that the picture of literacy and education against the background of the total population is very encouraging.

SPREAD OF EDUCATION AMONG WOMEN AND BACKWARD CLASSES

Girls' Education

According to the old Gazetteer, in 1891 only one female was literate among a thousand and in 1901, only two females per thousand.* The number of literates among females in 1951 was 46,405 and the percentage comes to 3.3 per cent. This is a poor progress.

During 1909-10 the total number of persons getting education was 32,700, i. e., 28,537 males and 4,163 females. This figure rose to 63,902 persons, i. e., 59,296 males and 4,606 females during 1926-27, i. e., 92.9 per cent males and 7.1 per cent females.

There has been a gradual rise in the number of girl scholars, attending different kinds of institutions and in 1951-52 the figure was 14,746. During the quinquennial period 1952-57 there has been a somewhat rapid expansion of education of girls. The number of girl scholars attending different kinds of institutions at the end of 1957 was 20,493.

Mokshada Girls' High School was started by late Sri K. D. Ghosh, father of Sri Aurobindo Ghosh. Now it has become a Higher secondary School and imparts teaching up to Intermediate. This school may be described as one of the pioneers of female education in the district. During the session 1959-60 there were 871 students in this school. At present (1961) 45 students are in National Cadet Corps. The Zanana Mission School was established in 1886, which imparts teaching up to Matric and during 1960, 394 girls were reading. A Women's College teaching up to B. A. standard was started in Bhagalpur in 1949. A Government Girls' High School at Bhagalpur was started in 1953 which imparts teaching up to Matric and 271 girls are reading. A Balika Vidyalaya at Nathnagar was established in 1960 which also imparts teaching up to Matric and 249 students are reading. The Girls' Middle School of Banka has also been brought under Government management.

**District Gazetteer of Bhagalpur* by J. Byrne (1911), p. 154.

During 1952—57, educated females were admitted in the Junior Training School for teachers' training. This increased the percentage of trained female teachers in schools. The number rose from 209 in 1951-52 to 233 during 1956-57. In 1960 a Women's Training School at Tilkapur in P.-S. Sultanganj was established. There are 77 trainees and four teachers. Till the end of 1956-57 this district had three High, six Middle and 152 Primary schools for girls.

Education among Scheduled Tribes, Scheduled Castes and Backward communities.

A school for the Hill Rangers.—Francis Buchanan mentions regarding schools for Hill Rangers as follows:—

“With a view to increase the efficiency of the corps of Rangers, and to promote the happiness and civilisation of the hill people a school was established for them at Bhagalpur in 1822. This school was originally set on foot by Cleveland, but had been neglected by his successors in-office. It was revived by Lord Hastings. The school situated within the lines, provided an accommodation for about 350 scholars, including 230 or 250 young sepoy of the corps, and about 80 children who were relations of the native officers and sepoy, residing in the lines waiting for vacancies in the corps. The teaching staff consisted of a Headmaster and two assistants, the former receiving a monthly salary of Rs. 40 and the latter Rs. 10 each. There were, besides, two menial servants on Rs. 4 each. Including the salaries of the staff, and the provision of Rs. 100 for dieting the pupils, who could not provide for themselves and Rs. 30 for papers, ink, book, etc. The monthly expenses incurred amounted to Rs. 200. Captain Graham of the Hill Rangers, an intelligent Officer, was appointed to the charge of the school and he drew up regulations for its internal management.”

Bishop Heber, in the narrative of his journey, gives an account of this school. He wrote : “the school occupies a large and neat bungalow, one room which is the lodging of the school master, the other with a long verandah all round, filled with Puharee Sepoy and their sons, who are all taught to read, write and cypher in Kytchee character, which is that used by the lower classes in this district for their common intercourse.”

During the year 1954-55 there were 23 Scheduled Tribes schools in the district out of which 20 were Lower Primary and 3 were Upper Primary schools.

The number of special schools in the district for the education of scheduled castes was one Upper Primary and 30 Lower Primary schools during the year 1956-57 as against one Upper Primary and 28 Lower Primary schools during the year 1955-56. The number of pupils reading in these institutions in the year 1956-57 was 930 boys and 245 girls as against 1,026 boys and 207 girls in the year 1955-56. The number of boys has decreased by 96 partly due to the economic depression and withdrawal of the pupils from Primary schools for further studies in Middle schools whereas the number of girls has increased by 38 in the year 1956-57. The expenditure incurred on these institutions during the year 1956-57 was Rs. 22,965 as against Rs. 23,517 of the previous year.

The number of schools for the education of the scheduled tribes in the district was two Upper Primary and 42 Lower Primary schools during the year 1956-57 as against one Upper Primary and 43 Lower Primary schools in 1955-56. The number of institutions remained constant during the year 1955-56. One Lower Primary school was upgraded to upper standard in the year 1956-57 under Expansion Improvement Programme. The enrolment of pupils in the institutions was 1,451 boys and 208 girls during the year 1956-57 as against 1,286 boys and 68 girls in previous years. From 1951 to 1957, 14 Harijan Lower Primary schools were opened by Welfare Department in the district. These are located at Dukharan Purawa P.-S. Rajaun, Supaha P.-S. Katoria, Chandan Nawadih P.-S. Katoria, Bhati Sultanpur P.-S. Sabour, Raghunathpur Kataun P.-S. Rajaun, Kusahi P.-S. Sultanganj, Mohanpur P.-S. Rajaun, Gouripur P.-S. Katoria, Tetri P.-S. Naugachhia, Shyampur P.-S. Rajaun, Bhramarpur P.-S. Bihpur, Ekchari P.-S. Pirpainty and Belhar P.-S. Belhar. The main function of these schools is to provide education to Scheduled Castes and Scheduled Tribes students. No fees are charged from the students. These special schools admit other boys of different communities as well.

There were 20 *Muktabs* for the Backward Muslims, 19 for boys and one for girls during the year 1956-57 as against the same number in the previous year. The number of pupils on roll in these institutions was 518 boys and 182 girls as against 475 boys and 192 girls in the previous year. The number of boys has increased by 43 during the year 1956-57 whereas the number of girls has decreased by 10 due to economic depression.

The total number of students of Backward Class including Backward Muslims reading in different kind of institutions, of the district in the year 1956-57 was 55,678 boys and 10,027 girls as against 49,937 boys and 8,232 girls of the previous year.

PRIMARY EDUCATION

During the year 1909-10 there were 1,054 Primary schools in this district. It rose to 1,096 in the year 1916-17 due to certain enactments and allocation of responsibilities to local bodies as

well. During 1921-22 and 1926-27 the number rose to 1,260 and 1,473 respectively. There was practically no increase till 1931-32. But during 1935-36 it rose to 1,959. The gradual rise in the number of institutions went on and it came to 1,571 during 1940-41. It was soon after, observed by Government that some schools were inefficient and should be abolished. This was implemented and the number of Primary schools came down to 1,404 during 1946-47. During the year 1953 to 1960, 566 Primary schools were opened by State Government. Among these, 55 schools were upgraded from Lower Primary to Upper Primary and from Upper to Middle.

In the year 1953-54 two important steps with far reaching consequences were taken. The first is the enforcement of Expansion Improvement Programme Scheme, which helped the problem of the educated unemployed, and established schools in the district on an equitable distribution basis keeping in view the areas and the number of population for whom these schools were meant. The second is the promulgation of the Local Self-Government Amending and Validating Act, 1954, which put an end to the dual system of administration in the field of education to a considerable extent. Before 1954 the Primary schools were controlled both by the local bodies and officers of the Education Department. The powers of the Local Bodies in the matter of payments etc., were vested with the District Superintendent of Education (Elementary) who was later designated as District Superintendent of Education.

Several schemes, namely, Expansion Improvement Programme, Introduction of intensive teaching craft in Middle schools and Mid-day meal etc., were in operation during 1954. The view in general was to permit equal facility to one and all in matter of education. All these factors contributed to a great rise in the number of Primary schools during the year 1956-57.

The following table supplied by the Education Department will show the trend of Primary education in the district in the last fifty years :—

Year.	No. of schools.			No. of scholars.			No. of teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1	2	3	4	5	6	7	8
1909-10	963	91	1,054	22,687	3,818	26,505	1,261
1916-17	900	196	1,096	27,059	4,491	31,550	1,394
1921-22	1,069	191	1,260	32,561	4,437	36,998	1,628
1926-27	1,306	167	1,473	45,556	4,152	49,708	2,181
1931-32	1,287	159	1,446	46,254	4,125	50,329	2,223
1935-36	1,381	178	1,559	48,782	8,775	57,557	2,536
1940-41	1,398	173	1,571	53,005	10,387	63,392	3,170
1946-47	1,263	141	1,404	59,229	5,012	64,241	2,372
1951-52	876	112	988	42,812	11,965	54,777	1,773
1956-57	1,014	181	1,195	57,730	13,119	70,849	1,932
1959-61	1,150	205	1,355	83,651	13,309	1,01,960	2,217

The decrease in the number of Primary schools during 1951-52 as compared with the year 1941-47 is due to the fact that the two subdivisions of the old district of Bhagalpur were transferred to the newly created sub-district of Saharsa which was later raised to the status of a full fledged district.

MIDDLE EDUCATION

During 1909-10 there were 14 Middle schools for boys and 1 for girls in this district. The number of Middle schools rose to 42 for boys and 2 for girls during 1926-27. It rose to 117 for boys and 2 for girls during 1946-47. The number of Middle schools in 1951-52 came down to 102 for boys and 3 for girls. This happened due to transfer of Madhepura and Supaul subdivisions to Saharsa sub-district later raised to a district. During the year 1957-61 the number of Middle schools rose to 145 in all.

The following table shows the expansion of Middle schools during the year 1909-10 to 1957-61:—

Year.	No. of Schools.			No. of Scholars.			No. of teachers both male and female.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1	2	3	4	5	6	7	8
1909-10	14	1	15	1,203	44	1,247	74
1916-17	20	1	21	2,095	54	2,149	106
1921-22	35	2	37	2,473	200	2,673	197
1926-27	42	2	44	4,507	188	4,695	238
1931-32	52	1	53	4,465	178	4,643	258
1935-36	56	1	57	5,331	105	5,436	281
1940-41	80	1	81	7,488	368	7,856	366
1946-47	117	2	119	10,929	215	11,144	527
1951-52	102	3	105	11,140	1,078	12,218	457
1952-57	131	5	136	15,117	25,025	17,642	510
1957-61	137	8	145	2,462	5,440	25,902	701

BASIC EDUCATION

The Basic Education aims at the all round development of a man. In the basic system of education imparting of knowledge is sought to be co-related to nature, society and productive and useful crafts.

Imparting of education through this new system known as Basic system was sponsored in 1948-49 by the opening of Basic Schools at Bihpur and Pachrukhi. Spinning and weaving are taught. Agricultural methods are improved. Efforts are made to meet a part of the cost of education of the scholars by their own earnings. The Basic Institutions are controlled by the District Education Officer, whereas the Deputy Superintendent of Basic Education supervises the Basic Institutions and is the technical adviser to the District Inspector of Schools.

This district had four Senior Basic and 17 Junior Basic Schools during 1951-52. The total enrolments were 661 boys and 97 girls in Senior Basic Schools and 1,435 boys and 192 girls in Junior Basic Schools. All these schools were State managed.

With the advent of an implementation of the Expansion Improvement Programme Scheme in 1953-54 some traditional schools were also converted into Basic Institutions and some new Basic Schools were also started. This gave rise to the number of Basic Schools.

The following table of Senior and Junior Basic Schools will show the expansion of Basic Education in the district:—

Year.	No. of schools.	No. of scholars.	No. of teachers.
1951-52	.. 21	2,385	129
1952-53	.. 22	2,507	176
1953-54	.. 24	2,756	196
1954-55	.. 58	5,721	272
1955-56	.. 87	7,241	322
1956-57	.. 96	10,652	369
1957-61	.. 171	16,871	487

POST-BASIC EDUCATION

High School Education as a development of Basic Education envisages diversified type of course to suit varied aptitudes and attainments of pupils to meet the varied requirements of society. The object, is on the one hand, to prepare the most intelligent for higher University and technological education and the majority for direct entry into remunerative employment and professions. In order to attain this objective, it is not only necessary, but imperative that during the period of training, students and teachers should co-operatively make the schools self-sufficient. Subjects taught in the Post-Basic Schools of district are:—

- (1) Mother tongue, (2) Mathematics, (3) General Science (Physics, Chemistry, Biology), (4) History, (5) Geography,

(6) Economics, (7) Mensuration, (8) Civics, (9) Domestic Science, (10) Physical Education and Music.

There is one Government-managed Post-Basic School at Jethour in P.-S. Rajaun. There are some private-managed Post-Basic Schools at Bihpur, P.-S. Bihpur, Gulani Kusaha, P.-S. Amarapur, Som Nathpur, P.-S. Colgong and Mohanpur, P.-S. Rajaun.

The following table will show the progress of Basic education at the Post-Basic stage in the district:—

Year	No. of schools	No. of scholars	No. of teachers
1952-53	1	58	8
1953-54	1	52	9
1954-55	1	72	8
1955-56	1	130	11
1956-57	4	356	29
1957-61	4	520	27

SECONDARY EDUCATION

In 1863, Zila Schools were sanctioned giving to each district of this Province a Zila School. In 1872-73 the Zila Schools were brought under a "system of net grant", the grant being added to the local sources of income for their maintenance. There were six classes of these schools with varying grants. For many years most of the Zila Schools had no houses of their own. The Bhagalpur Zila School was held in a rented house up to the year 1871. Gradually Bhagalpur Zila School was provided with building. At first the school was located at the site of the present Collectorate. Mr. Frank Lyall, I. C. S., was keen for a larger site with a view to its expansion and the school was removed to its present site.*

There were seven High Schools during 1909-10 which continued till 1921. In the year 1921-22 the number rose to 8 and in 1926-27 to 9. The following quinquennial table will show the expansion of schools for Secondary Education.

Year	No. of schools	No. of scholars	No. of teachers
1909-10	7	1,563	110
1916-17	7	2,305	110
1921-22	8	1,751	120
1926-27	9	2,766	141
1931-32	11	2,315	167

* Some of the earlier Headmasters like Khirod Chandra Roy Chaudhury, Nibaran Chandra Mukherji, Bhagabati Sahay are still remembered.

	Year	No. of schools	No. of scholars	No. of teachers
1935-36	..	15	4,028	209
1940-41	..	21	5,524	274
1946-47	..	33	10,240	409
1951-52	..	39	11,953	493
1956-57	..	55	15,931	600
1957-61	..	76	23,826	833

NO. OF SECONDARY SCHOOLS

So far as the Secondary Education is concerned twelve Higher Secondary Schools, namely, Bhagalpur Zila Multi-purpose Higher Secondary School, C.M.S. Higher Secondary School, Bhagalpur, Marwari Pathshala Higher Secondary School, Bhagalpur, T.N.B. Collegiate Higher Secondary School, Bhagalpur, Sarda Pathshala Higher Secondary School, Colgong, Ishipur Multi-purpose Higher Secondary School, Sabour Higher Secondary School, S.R. Higher Secondary School, Sahpur, Parbatta Higher Secondary School, Mathurapur Higher Secondary School, Mathurapur, Government Multi-purpose Girls School, Bhagalpur and Banka Multi-purpose Higher Secondary School are running in this district. These schools also have been included in the number of High Schools.

UNIVERSITY EDUCATION

The Bhagalpur University was established by the Bihar State Universities Act, 1960 and came into existence from the 12th July, 1960 when the Act came into force. It is a teaching-cum-affiliating University and has its headquarters at Bhagalpur. It has jurisdiction over the four districts of Bhagalpur Division. At present there are 32 affiliated colleges under Bhagalpur University out of which 10 are in Bhagalpur district. Previously the colleges of this Division were affiliated to Bihar University with headquarters at Patna. The Governor of Bihar is the *ex-officio* Chancellor of the University. The University has a Vice-Chancellor who is helped by a Registrar and a Treasurer.

The University has two bodies, Senate and the Syndicate. At present (1961) there are 93 members in the Senate and 19 members in Sydicate. The Senate is the supreme governing body of the University and exercises all the powers of the University. Its main function is to make statutes, consider ordinances, regulations and annual accounts and financial estimate.

The Syndicate is the chief executive body of the University. It controls and administers the property and funds of the University.

There are six Post-Graduate Departments of the University, namely, Hindi, Commerce, Rural Economics and Co-operation, Sociology, Statistics and Labour and Social Welfare in the University. The total number of students reading in the Post-Graduate Departments of the University is 519 (1961 July).

The University has six Faculties, namely, Faculty of Arts, Commerce, Science, Agriculture, Law and Fine Arts and Crafts. There is a Master Plan of the University to build hostels, Senate House, separate Post-Graduate classes, Vice-Chancellor's quarters, Stadium and Library, etc. The University Grants Commission has sanctioned Rs. 1,67,500 for hostel and Rs. 4,80,000 for library.

The Senate House is proposed to be constructed at the present site of Tilha Kothi, Bhagalpur and Vice-Chancellor's quarters is proposed to be built on the eastern side of the Senate House. The University has a library. The Bhagalpur University has just been established (1961) and has yet to grow and stabilise itself.

Tej Narayan Benaili College

This college was established in 1883, first as a M. E. School which within two months of its starting, was raised to a High English School, teaching up to the Entrance Standard of the Calcutta University. This institution was founded by Tej Narayan Singh. It was started in a rented building but later moved to its own building which was constructed by Tej Narayan Singh.

In 1887, on the occasion of the Diamond Jubilee Celebration of Queen Victoria, it was raised to the status of a second grade college by opening classes for the First Examination in Arts (Intermediate Examination) of the Calcutta University. Babu Ladli Mohan Ghose, a medical practitioner in the town of Bhagalpur, did much to inspire and materialise the idea of this college. Babu Hari Prasanna Mukherjee was the first Principal of the college. The college received liberal donations from Banaili Raj. Raja Kritya Nand Singh who was the only B.A. among the landed magnates of Bihar for a long time and his brother Raja Kalanand Singh gave big donations.

In 1890 it became a first grade college, teaching up to B.A. standard and subsequently Commerce and Law classes were also added.

The Commerce classes were disbanded when it became a constituent college of Bihar University in July, 1959, the Law classes were separated and now running under a separate Law College.

In 1885 Rai Tej Narayan Singh created a trust for payment of Rs. 1,800 per annum to the institution. In 1895 Tej Narayan

Singh and his son Sri Deep Narayan Singh, BAR-AT-LAW, created another trust for payment of Rs. 1,200 per annum to the college.

From 1903 onward Raja Kalanand Singh Bahadur and Raja Kritya Nand Singh Bahadur of Banaili began contributing Rs.1,000 per month to the college. Due to the growth of the college the trustees had to incur heavy expenditure in engaging additional Lecturers, Professors and a Principal on a high salary. On being approached by the trustees Raja Kalanand Singh Bahadur and Raja Kritya Nand Singh Bahadur created a trust on a part of their estate of payment of Rs. 16,000 per annum to the college and made a princely gift of 60 acres of land and Rs. 3,00,000 in cash for construction of buildings. In 1917 the Government contributed 50 per cent of the cost of the construction of the college to be completed. The college moved in this building in 1922.

Rani Ramavati Devi of Banaili made a generous contribution of Rs. 15,000 for the Rama Nand Biological Laboratory of the college for teaching Botany and Zoology up to B.Sc. standard.

In 1913 Government granted an aid of Rs. 1,000 per annum. In 1927 a block grant of Rs. 57,000 per year was made for five years. Thereafter the college came to be treated as a deficit grant college and all its deficit was henceforth to be met by Government till January, 1952. Thereafter on the creation of the University of Bihar with headquarters at Patna the deficit grants came to the college through the University. Ultimately the governing body of the college with the permission of the High Court transferred to the Bihar University. Simultaneously the name of the college was changed from Tej Narayan Jubilee College to Tej Narayan Banaili College on account of the princely donation of the Banaili family. The Tej Narayan Banaili College thus became a constituent college of the Bihar University since 1st July, 1959, and since 12th July, 1960 it became the constituent college of Bhagalpur University.

This college imparts teaching up to B. A. and B. Sc. standard. In 1960-61 the college has 2,081 students among whom six were girls on roll out of which 937 were Science students among whom four were girl students. The opening of Sundarvati Mahila College in Bhagalpur has almost stopped co-education in this college.

There are about 25,500 books in the library and about 29 journals are subscribed in the college. It has got four hostels with an accommodation for 348 students. Two of them are owned by the college and the remaining two are in rented buildings. The accommodation for hostel for the students is very inadequate.

The college has a unit of the Senior Division National Cadet Corps. Besides there are two extensive play grounds in the college in which provision for outdoor games like Football, Hockey, Cricket, Volley-ball and Tennis, etc., has been made. It has a dispensary.

Tej Narayan Banaili Law College

Law classes were started in the Tej Narayan Banaili College, Bhagalpur in 1952. The Law Department remained a part of this college till the Tej Narayan Banaili College became a constituent college in July, 1959. The Law Department was then separated and it became an independent institution named Tej Narayan Banaili Law College. In 1960 the college shifted from the building of the Tej Narayan Banaili College to a rented building in Naya Bazar, Mohalla which is at a distance of half a mile from the Bhagalpur Railway Station. The college imparts teaching in the Faculty of Law up to the Bachelor's degree standard.

During the year 1960, there were 191 students on roll. It has got a hostel.

Marwari College

The college was started by the Marwari community of Bhagalpur in 1941 as a purely Commerce teaching college and was affiliated to Patna University up to the Intermediate Commerce standard.

In 1944, the college was raised to the status of a degree college in Commerce. In 1953 when the Bihar University was created this college was affiliated to this University. In 1954, it got affiliation of Intermediate Arts. In 1955 it shifted to its own building in Company Bagh. It imparts teaching in Pre-University Arts and Commerce, B.A., B. Com. (Honours) and the three years degree course in Arts and Commerce. Since 12th July, 1960, it is affiliated to Bhagalpur University.

In 1960-61 there were 896 students in Arts and 577 in Commerce and there were 33 teachers. There are 7,400 books and 31 journals and periodicals in the library of the college. It has two hostels which accommodate about 95 students.

The college has a unit of National Cadet Corps and the total strength of the Cadets during the year 1960-61 was 123.

Teachers' Training College, Bhagalpur

The college was established in 1954 by State Government. There are six lecturers including Principal, three craft teachers, one art teacher and one physical training instructor.

In this college, craft is a compulsory subject of study and every trainee has to offer one craft out of the four main crafts, namely, Agriculture including Horticulture and Gardening, Textiles, Card Board and Wood Work. There is a definite hour provided in the college time table for the physical education of the trainees. The

fine art section provides opportunities for a number of subsidiary crafts like drawing, painting, photography and leather work.

The strength of the trainees is fixed to one hundred and sixty five. Over and above this number, a couple of Subdivisional Education Officers, *Pandits* and *Maulvis* are admitted in the college.

There is a hostel in the college campus which accommodates 100 students. There were 6,665 books and 41 magazines in the college library during 1959-60.

The college has a Science and a Psychological Laboratory.

Sundarvati Mahila Mahavidyalaya

This college was started in Bhagalpur as a coaching institution on the 15th August, 1949, in the premises of the Mokshada Girls' School. Subsequently it was shifted to its present building at Khanjarpur, which is a gift from Sri Naresh Mohan Thakur of Barari. He also donated Rs. 40,000 in cash. Sri Surya Mohan Thakur was the other principal donor. The institution was named after his mother's name. It imparts teaching in Arts and Science up to Degree standard.

In 1960-61 there were 318 Arts and 33 Science students in the college. There were 18 whole-time and 3 part-time teachers in the college. The college building is situated in a spacious area of 12½ bighas of land.

There is a hostel which accommodates fifty-five students. Students take part in various extra curricular activities.

There are two units of the National Cadet Corps. The total number of Cadets is 90.

Murarka College, Sultanganj

This college was established in 1955 by Ghan Shyam Das Murarka of Sultanganj. The college was located in a building gifted by the Murarka family. The Arts section and Principal's office are still located in the same building. Another building for the Science section has been built in a site acquired for the location of the college. It imparts teaching up to Degree standard in Arts and Science and is under the jurisdiction of Bhagalpur University.

In 1960-61 there were 398 Arts and 307 Science students and 25 teachers in the college. The total area of land owned by the college is about 10 acres.

There is a hostel which accommodates 25 students. The hostel is in a rented building.

The college has a museum and a library.

Gajadhur Bhagat College, Naugachhia

The college was established in 1958 by public donation. It was affiliated to the Bihar University from the session 1959-60 as Naugachhia College and from the session 1960-61 it has been affiliated to the Bhagalpur University. Sri Madhav Prasad Singh Bhagat donated Rs. 51,000 and the college was named Gajadhur Bhagat College. It imparts teaching in Arts up to the Degree standard.

In 1960-61 there were 216 students and 9 teachers in the college. The total area owned by the college is 8.73 acres. The college is running in the building of another institution. It has also a play-ground.

Pandit Baliram Sharma College, Banka

This college was established in 1959 by Pandit Beni Shankar Sharma of Banka. He furnished the entire funds for running the college from Pandit Baliram Sharma Trust. The college was affiliated to the Bihar University in 1959 and since 12th July, 1960 it is affiliated to Bhagalpur University. It is situated in Banka proper, the headquarters of Banka subdivision of the Bhagalpur district. It imparts teaching in Arts up to Degree standard.

In 1960-61 there were 184 students and five teachers in the college. It owned 25 acres of land. The college is running on the upper storey of the Higher Secondary School, Banka.

Bihar Agricultural College, Sabour

This college was established at Sabour, 5 miles east of Bhagalpur in 1910, when Bengal, Bihar and Orissa formed one Province. The courses of studies which originally extended over 3 years, were subsequently reduced to two years certificate course. In 1923 this college was closed down. But in the years that followed, the need for trained personnel in agricultural sciences for the Department of Agriculture was felt and this used to be partially met by deputing a number of stipendiaries for getting agricultural education in the United Provinces (now Uttar Pradesh). As this was an unsatisfactory and inadequate arrangement the college was re-started in the year 1945.

The college imparts training in Agriculture including Livestock and Rural Economy, Physics, Chemistry, Botany, Entomology, Veterinary, Agricultural Engineering and Land Record. In the present set up (1961), the undergraduate course extends over three years awarding the degree of B. Sc. (Ag.). The examination consists of three parts, namely, B. Sc. (Ag.), Junior (1st year), B. Sc. (Ag.), Previous (2nd year) and B.Sc. (Ag.), Final (3rd year). All these

examinations are held by the University. The subjects taught are Agronomy, Agricultural Botany, Agricultural Chemistry, Horticulture, Entomology, Plant Pathology (Mycology and Bacteriology and Plant Pathology), Agricultural Engineering, Agricultural Economics and Rural Extension, Animal Husbandry, Farm Management, Statistics and Farm Accounts. For M.Sc. (Ag.) degree, classes in five subjects, namely, Agronomy, Horticulture, Entomology, Plant Pathology and Agricultural Extension were started in 1955.

In 1960 there were 91 students in B.Sc. (Ag.) final year and 38 in M.Sc. (Ag.) final in which 35 students passed. The total number of the students was 317 and 43 teachers in the college during the year 1960. It has a separate building for the Under Graduate and Post-Graduate classes. It has two hostels under the college campus.

The college was first affiliated to the Patna University and from 1952 to 11th July, 1960 to the Bihar University. It is now affiliated to the newly-created Bhagalpur University.

The college farm consists of 600 acres. It grows almost all the important crops including fodder. Besides providing facilities for training to the students in the field of practical agriculture, it multiplies seeds of improved and recommended variety. The farm uses both bullock-drawn as well as mechanised implements. There is also a Botanical garden which is of special importance for teaching Botany.

There is a Regional Agricultural Research Institute under which there are 10 research sections, namely, Agronomy, Botany, Horticulture, Agricultural Chemistry and Soil Science, Plant Pathology, Entomology, Agricultural Engineering, Irrigation Research, Soil Conservation and Agricultural Statistics.

Kirti Nath Hahneman Medical College

This college was established in 1946 at Sultanganj to teach Homeopathy medical science in scientific and planned manner. In 1949 it was shifted to Bhagalpur. In July, 1960 the college was recognised and affiliated to the State Board of Homeopathic Medicines, Government of Bihar, Patna. Since then it has been imparting teaching for Diploma in Medicine and Surgery.

The outdoor dispensary has been converted into a hospital, where there are 10 indoor beds besides the outdoor charitable clinic.

It has a compound of about 6 1/2 acres of land. There is a hostel attached to the college with accommodation for about 70 students. In July, 1961 there were 60 students on roll.

In 1953 the college started a charitable Homeo dispensary in the Harijan Colony, Jarlahi, in ward no. 8 of the Bhagalpur Municipality.

Mandar Vidyapith

This institution was established in 1945 by Sri Anand Shankar Madhwan near Mandar Hill which is about 29 miles south from Bhagalpur Railway Station. A branch line of Eastern Railway runs from Bhagalpur to Mandar Hill.

It was started in a ruined temple on the eastern foot of the famous Mandar Hill. It was started as a Primary School with two infants, a boy and a girl.

In 1960 there was an unfortunate fire accident and it reduced the entire belongings of the Mandar Vidyapith to ashes. The estimated loss was Rs. 23,000. After the fire accident Bihar Government donated Rs. 15,000 for construction of buildings and Rs. 5,000 for purchase of books. In that year Sri Hari Vallabh Narayan Singh of Sabalpur donated 25 acres of land as gift to the institution.

The college section was started in 1953, *Sangita Bhawan* in 1955, the Primary School and the Mandar Press in the year 1958. The institution is recognised by the Kashi Vidyapith and so after studying here students take the degree examination of the Kashi Vidyapith. The examinations of this institution are not recognised by the Bihar Government or by the Bihar University. The institution gets a monthly grant of Rs. 1,000 from State Government to meet the expenditure.

It is residential, teachers and students live together. Classes are held in the open air. The ideals of Gurukul system of education are followed. The institution has several co-ordinated sections for higher studies in Philosophy and research work in Hindi. There is a press attached where monthly journals are printed. The students and teachers take interest in social education, archaeological excavation and agricultural activities.

At present (1961) there are 125 students and 14 teachers in the institution out of which 12 are Harijans, 46 Santhals and 13 Momins. Out of 125 students, 114 are in school and 11 are in college. Among them 100 students are living in four hostels.

The Mandar Vidyapith Library is well stocked with books in Hindi and English. It has a big reading room in which daily, weekly and monthly magazines and papers are subscribed.

There are two magazines, *Mandar* and *Prachya Bharti* published by the Mandar Vidyapith. The *Mandar* is an English magazine and *Prachya Bharti* is a Hindi monthly magazine.

PROFESSIONAL EDUCATION

Professional education is connected with professional schools, such as, Commercial Institutes, Teachers' Training Schools, Silk Institutes, Engineering and Tailoring Institutes, etc.

In 1950-51 a reorientation of the system of teachers' education was found necessary and the courses were modified so as to bring them nearer to the Basic system of the education. The Elementary Training Schools were renamed as Junior Basic Training School. There was an expansion with regard to the number of seats which from 20 in the year 1946-47 rose to the strength of 50.

The training period of Junior Basic Training School was extended from one year to two years, there being a home examination at the end of one year's course instead of the old final Elementary Training Examination conducted by the Board of Secondary Education. In addition to the above a Senior Basic Training School was also opened at Nagarpara in 1950-51 where two years course was implemented from very beginning. This school was directly placed under the Divisional Superintendent of Basic Education and turned out teachers for employment in Basic Schools. Subsequently in the year 1957-58 distinction between the Basic and non-Basic Schools was removed. All the schools were renamed as Teachers' Training Schools.

The following table will show the progress of professional schools in the district :—

Year	Professional schools		
	Number of schools	Number of scholars	Number of teachers
1909-10	10	231	17
1916-17	10	238	17
1921-22	11	287	19
1926-27	12	328	20
1931-32	8	234	20
1935-36	8	165	20
1940-41	8	274	21
1946-47	7	242	19
1951-52	6	238	28
1952-57	7	556	37
1957-61	9	1,194	73

TECHNICAL EDUCATION

During 1947—51 there were two technical institutions in the district, namely, the Silk Institute, Nathnagar which imparts training in the Silk Industry and another the C. M. S. Commercial Institute, Bhagalpur imparts training in Shorthand, Typewriting, Book Keeping and Accountancy, etc. During the year 1955-56 an Agricultural School at Mandar Hill, which trains Village Level workers and others to work in the field of agricultural development, was opened. A Stock Supervisor's Training Centre at Bhagalpur was opened for training the personnel in the field of veterinary science and the Harijan Tailoring School at Bhagalpur imparts training in the art of tailoring.

In 1955, Leela Dip Narain Industrial Training Institute was started. It is situated on the bank of the river Ganga at Barari. It imparts training in Civil Engineering, Draftsman, Electrician, Lineman and Wireman, Machinist, Turner, Fitter and Tractor Mechanic. During the session 1960-61 there were 220 trainees. A new scheme of work-*cum*-orientation sponsored by Government of India has been attached to the institute since July, 1960, which imparts training in three trades, i.e., Fitter, Electrician and Turner. This institution is controlled by the Industry Department. There is a Foreman, 3 Supervisors, 14 Instructors and a Principal who teach the students.

The School of Engineering, Bhagalpur was established in 1955. It is controlled by the Industry Department. In 1960-61 there were 180 students. It imparts training in Civil, Electrical and Mechanical Diploma Course which is for three years.

The College of Engineering at Bhagalpur was established on 23rd December, 1960. A new college building has been constructed by Government. It imparts training in Civil, Mechanical and Electrical courses. There is provision for 120 students, 45 in Mechanical, 45 in Electrical and 30 in Civil. At present (1961) there are 2 Assistant Professors, 3 Lecturers and a Principal. There are 59 sanctioned posts for Professors, Associate Professors and Assistant Professors for Civil, Mechanical and Electrical Engineering. It has been opened by the department of Industries and Mines, Government of Bihar.

Besides this there is also a Law College at Bhagalpur which imparts teaching up to B. L. standard.

SCHOOL FOR CULTIVATION OF FINE ARTS

In the year 1954 one *Kala Kendra* was started which trains students for Diplomas in various fine arts.

The privately managed *Shilpa Kala Kendra*, provides training in music, painting and embroidery situated at Bhagalpur. Besides the High Schools for girls impart training in music, dancing, painting and drawing.

ORIENTAL SCHOOLS AND COLLEGES

Teaching in oriental institutions is based on the age old indigenous pattern and basic Sanskrit, Urdu, Arabic and Persian are taught in such schools.

The progress of the Sanskrit *Tols* and *Madrasas* are in the following table :—

Year.		Number of Sanskrit <i>Tols</i> .	Scholars.	Number of Sanskrit Primary Schools.	Scholars.	Number of <i>Madrasas</i> .	Number of Scholars.
1		2	3	4	5	6	7
1931-32	..	10	358	32	1,465	3	195
1934-35	..	16	466	59	1,787	4	305
1936-37	..	15	435	59	1,774	4	281
1939-40	..	17	343	50	1,506	5	207
1940-41	..	15	345	50	1,507	5	195
1942-43	..	18	556	54	1,662	2	124
*1943-44	..	22	606	53	1,367	2	116

The above table shows that the number of Sanskrit *Tols* and schools increased but the number of Sanskrit Primary Schools has decreased during the year 1944. The number of *Madrasas* and scholars has also decreased during 1944. Oriental Schools have received general encouragement during recent years. There are four Sanskrit High Schools in the district. There is a Government College at Bhagalpur which was started in 1954. In 1960-61 there were 30 students and 9 teachers. It is affiliated to Darbhanga Sanskrit University.

* EDUCATION FOR THE HANDICAPPED, DEAF, DUMB AND BLIND

There was no school for deaf, dumb and blind till 1949 in this district. A blind school was established on 9th June, 1949, in a

*Later figures were not available in the office concerned (P. C. R. C.).

rented building at Mundichak (Bhagalpur) with 8 students and 3 teachers. Now it has its own building at Bhikhanpur. It receives grant from State Government and also from the District Board and Bhagalpur Municipality.

There were 40 students including 2 girls during the year 1956-57 against 30 including 3 girls were in the previous year. There are 6 teachers and 30 students at present (1961). The school teaches up to the Matriculation standard besides training in music, agriculture, mat-making and box-making, etc. There are no schools for deaf, dumb and orthopaedically handicapped students.

SOCIAL EDUCATION—ADULT LITERACY

Social education scheme was started in the district, after the formation of the first Congress Ministry in 1937. In social education centres, both adult males and females are sought to be given literacy and further education. Each centre has a daily literacy class. Frequently social and cultural gatherings are arranged. Religious songs, readings from religious books, newspapers and magazines, practical demonstration on agricultural activities and village welfare work are frequently held in social education centres.

In 1958 there were 258 Social Education Centres and the number of adults was reported to be 14,311 males and 135 females.

The post-independence period registered a series of land-marks in the sphere of adult literacy. With the opening of Development Blocks, separate officers have been appointed to further social education. Hence the number of such centres has also increased to a great extent. Money is allotted for each centres to purchase books, musical instruments and equipments for holding literacy and cultural classes.

PHYSICAL EDUCATION

Physical education has been receiving greater attention after the introduction of revised syllabus for Secondary Schools. Almost all the High Schools and some Middle schools have made provision for drill and organised games. Most of the High Schools have got trained physical instructors in the staff. There is a Deputy Superintendent of Physical Education for this district. The Officer is in charge of organising games and physical activities in High Schools, Middle Schools and Basic Schools in the district. His duty is to organise physical training centres (*Akharas and Vyamshalas*) in towns and villages.

One such centre is a branch of Ram Krishna Mission Ashram of Bhagalpur known as *Sharir Shiksha Kendra*. It has been organised for physical and moral uplift of boys and girls of

Bhagalpur. It has its own building. Every evening boys and girls come here and take physical lesson from their teachers for physical advancement.

AUXILIARY CADET CORPS AND NATIONAL CADET CORPS

The 4th Bihar Battalion National Cadet Corps was established at Bhagalpur in December, 1953. It imparts military training to the students of colleges and schools. It is divided into two units, namely, Senior Division and Junior Division. Senior Division is meant for college students and Junior Division only for school students. There are units in T. N. B. College, Marwari College, Agricultural College, Sabour and Sundarvati Mahila College. The total number of cadets in these colleges was 497 during July, 1961. There are also units in schools, namely, Zila School, Bhagalpur, Marwari Pathshala, Bhagalpur, C.M.S. Institute, Bhagalpur, Muslim High School, Bhagalpur, T. N. B. Collegiate, Bhagalpur, R. M. K. High School, Banka, Sabour High School, Government Girls' Schools and Mokshada Girls' School. Bhagalpur Auxiliary Cadet Corps is also running in these schools. This unit is only meant only for school boys.

The total strength of the National Cadet Corps Officers in schools and colleges is about 21. They are responsible for their students who are the Cadets.

The main aim of the National Cadet Corps is to develop comradeship, the ideal of service and capacity for leadership in young men and women. Another aim is to provide service training to young men and women so as to stimulate interest in the defence of the country and build up a reserve of potential officers to enable the Armed Forces to expand rapidly in the national emergency.

The Cadets have been greatly benefited by their participation in the units which has improved their tone of discipline and added to their mental, moral and physical development.

Voluntary manual labour (*Shramdan*) was rendered by the A. C. C. and N. C. C. Units of Bhagalpur district for building up Kosi embankment.

SCOUTING AND GIRLS GUIDES

During the year 1950, both the associations, namely, Scouts Association and Hindustan Scouts were amalgamated at a higher level and accordingly they merged in the district. It is now functioning as the Bharat Scout and Guides Association with affiliation to the provincial organisation with headquarters in Patna.

The scouts render social service in *melas* where there is usually a large crowd.

LITERARY ACTIVITIES

At one time Bhagalpur known as Anga was the seat of Sanskrit learning and culture. With the passage of time, Sanskrit study had a decline. But both Hindi and Bengali literature have had a substantial contribution from literary men of this district. Some of the zaminadars and middle class families of the district and particularly the Banaili family had been noted for their patronage of Hindi literature.

Some years back the district had a number of Hindi magazines which were of high literary standard. Such monthly magazines were Ganga, Kamala, Haldhar, Biswinsadi and Chhaya. Unfortunately they have had a short duration.

Two Hindi weeklies, namely, Lokmat and Jagran are now published from Bhagalpur but they may not be classed as literary publications. Two monthlies devoted to agricultural topics are published from Sabour. They are 'Bagwan' and 'Upaj', Mandar Vidyapith publishes a Hindi monthly magazine, 'Prachya Bharti' and an English monthly 'Mandar'.

Bhagalpur have produced a number of noted Hindi writers some of whom are Sri Rameshwar Jha, Dwijendra, Sri Jharkhandi Jha, Dr. Maheshwari Singh 'Mahesh' etc. There are now quite a few literary societies for the encouragement of Hindi literature. Some of them are *Sahitya Kar Sangh*, *Sahitya Kar Gosthi*, Progressive Writers' Association and *Dwijendra Gosthi*, etc.

Bhagalpur's contribution to Bengali literature is quite considerable. A branch of *Bangiya Sahitya Parishad* (Bengali Academy of Literature) was established at Bhagalpur in 1912. This society is devoted to the cultivation of Bengali literature and meets occasionally for reading of articles, discussions, etc. Bhagalpur has had visits in the past from eminent literary men like Raja Ram Mohan Roy, Brahmananda Keshab Chandra Sen, Nabin Chandra Sen, Dwijendra Lal Roy, Aurbindo Ghosh, Rabindra Nath Tagore and others. A largely attended sessions of the Bengali literary conference presided by late Justice Sarada Chandra Mitter was held at Bhagalpur in 1911. Rabindra Nath Tagore had attended this conference.

Quite a few Bengali writers have drawn inspiration from the scenes and trends in the Bhagalpur district. Some of them were men of Bhagalpur. They are Sarat Chandra Chatterji, Surendra Nath Mazumdar, Anurupa Devi, Mrinalini Devi, Surendra Nath Ganguli, Upendra Nath Ganguli, Bibhuti Bhushan Bandopadhyay, Balai Mukhopadhyaya 'Banaphool'.

Among the Urdu writers and poets of Bhagalpur district, Syed Majidul Alam 'Yas' stands prominent. There are other younger Urdu writers.

It may be mentioned that the efforts of literary men of Bhagalpur irrespective of the language in which they express themselves, had been able to raise Bhagalpur culturally.

LIBRARIES

Bhagalpur at one time had a number of good private libraries belonging to the cultured zamindar families and middle class families. The families of Banaili Raj, Raja Shiva Chandra Banerji, etc., had sizable libraries at one time.

The Bhagalpur Institute established in 1834 at the heart of the town is an unique institution which has stood the passage of time. This institute has a fairly good library of about 4,000 English books and reading room. It is unfortunate that because of financial troubles there has not been much of addition. It has been the venue of many cultural meets in the past. The library has its own building and the members come from elite of the town. The library is kept open to the public every evening where access to the reading room, newspapers, magazines and books is free. The institute also provides facilities for Billiards, Tennis, Table Tennis, Badminton, etc.

The State Government have adopted 'Bhagwan Pustakalaya', established in 1913 as a district central library. There are above 7,000 books in various languages and a number of periodicals are also subscribed.

The other libraries in Bhagalpur worth mentioning are Sarswati Pustakalaya, established in 1915, *Bangiya Sakitya Parishad* and Jain Pustakalaya. All colleges and schools have their own libraries. The T. N. B. college library is very well equipped. There are 410 libraries in the district affiliated to the *Zila Pustakalaya Sangh*, a Government organisation which receives money from the Government for its redistribution to the libraries. In 1960 it is reported, a grant of rupees 7,000 was made.

It is, however, unfortunate that there should be very little popularity of the libraries. A local investigation on several evenings at Bhagalpur Institute, Bhagwan Pustakalaya and Sarswati Pustakalaya disclosed that on the average daily 100 persons visit the reading rooms. In consideration of the strength of the educated public and particularly the students this number is extremely poor. The village libraries are also not much patronised. Many of them are reported to be semi-private libraries that have managed to get grants. After the abolition of zamindari and the economic depression there is not much chance of opening of fresh libraries.

An investigation in the libraries in Bhagalpur indicated that there is more demand for novels, dramas and other light

literature. Books on serious topics or the old classical literature in English, Hindi or Bengali are hardly in demand. There is, however, a larger incidence of newspaper reading and particularly the language papers. As a matter of fact, the average number of 100 persons visiting libraries in Bhagalpur visit them only for reading newspapers.

MUSEUM

There is no State sponsored museum in the district. A large number of antiquities of Bhagalpur has been removed to Patna museum. There is still possibility of discovering antiquities at Champanagar near Bhagalpur, Patherghatta, Sakhund and other areas. The C. M. S. Institute of Bhagalpur and Murarka College at Sultanganj have a very small collection of antiquities.

BOTANICAL GARDEN

There is a botanical garden at Bihar Agricultural College, Sabour. This garden was established in 1908. The special importance is for teaching the students of the Agricultural College. There are a large number of species of plants.

In Bhagalpur there is a garden Sundarvan belonging to a private Marwari family. This garden has also various types of plants and the public has a free access in specified hours.

SPORTS

Bhagalpur Club, Bhagalpur Institute and the T. N. B. College had set up a high standard of various types of sports—particularly tennis, football and billiards. Soccer is very popular among the students and the public. The Calcutta football teams used to play at Bhagalpur frequently years before and they have helped to improve the standard. Some of the rich families used to liberally patronise the Sports Club with finance. There has been a somewhat decadence in the standard of football although it has grown in popularity while tennis and billiards are almost declining. Hockey is almost dead. Wrestling is also going out as the richer classes no longer keep a wrestler in the house as a sign of prestige.

It is unfortunate that the mushroom ill-equipped colleges that are growing up everywhere have had no contribution to sports.