

## CHAPTER XIII.

### EDUCATION AND CULTURE.

Shahabad has been known to have a high incidence of education and culture for a long time. Buxar, one of the subdivisional headquarters of the district, is said to have been the home of many of the authors of the Vedic hymns and was called originally *Vedagarbha*, i.e., the womb or origin of the Vedas. It is said that Tulsidas was a resident of Raghunathpur in Buxar subdivision and Vanabhata, a great scholar in Sanskrit, was born at Pritikuta village on the bank of the river Sone. The village is now known as Peur in Sasaram subdivision. His book '*Harish-charita*' is well-known.

During the reign of Turko-Afghan and Mughal rulers, education through the medium of Persian and Urdu was imparted. *Mukhtabs* for elementary and *Madarsas* for higher learning were established. These *Mukhtabs* and *Madarsas* were generally attached to mosques. The *Madarsa* known as *Khankah* of Sasaram is a famous institution of that age. Students from all over India, particularly, Bengal and Assam, used to come here and they were given books, food and other necessary amenities free of cost. • At present (1963) the *Madarsa* gives the same facilities to the students.

Regarding education, Buchanan mentions, "In this district I heard of three Maulavis who instruct pupils in Arabic science and Persian literature. There is no public institution for the purpose, nor do the Maulavis give their pupils food. Shershah established a Mudruseh or college in Rautas, but it has been long deserted.

"The office of Kazi is hereditary and sometimes, of course, neither ably nor uprightly filled. In flagrant cases of corruption they have been dismissed. The Kazis are attached to pergunahs, and not to the modern divisions of police, which occasions some inconvenience."\*

Buchanan, however, mentions the popular belief to be that learning on the part of the females was regarded as a cause of widowhood. He mentions, "Ten or twelve Hindu ladies have acquired the dangerous art of reading and writing letters and about so in Karangja can sign their name and understand an accompt but these acquirements are considered by the grave as improper, and by the childless widowhood of two ladies of Tilothu, who not only write a fair hand, but understand the poetical effusion of Tulsidas, is attributed to the divine wrath irritated by their presumptuous

---

\* *An Account of the District of Shahabad in 1812-13* by Francis Buchanan published in 1884, page 172.

search after the forbidden fruit of knowledge".\* From Buchanan we could deduce that the Ramayana of Tulsidas was very popular throughout Bihar and also that the educated ladies were also familiar with Tulsidas.

Regarding the introduction and progress of the schools during the British rule, W. W. Hunter mentioned that education had made little progress in Shahabad, as was the case generally throughout Bihar. The number of Government-aided schools increased from eight in 1856-57 to thirteen in 1870-71, and the number of pupils in the same period from 354 to 589†.

The *District Gazetteer of Shahabad* (1924) mentions, "Even by the year 1860 there were only fifteen schools with 569 pupils; but after 1870 there was a great extension of primary education, many indigenous *Pathshalas* being brought within the scope of the departmental system, and in 1872-73 there were 5,133 pupils attending 315 schools. By 1883-84 the number of pupils under instruction had 20,883; and though the attendance fell 16,922 in 1892-93, it had again grown by 1901-02 to 22,962 pupils studying in 914 schools".‡

#### INCIDENCE OF LITERACY.

The following table shows the progress of education (number of literate per 10,000) from 1881 to 1931\*\*:-

| Year.      | Males. | Females. |
|------------|--------|----------|
| 1881 .. .. | 760    | 20       |
| 1891 .. .. | 950    | 20       |
| 1901 .. .. | 3,491  | 129      |
| 1911 .. .. | 3,902  | 173      |
| 1921 .. .. | 4,023  | 219      |
| 1931 .. .. | 4,010  | 276      |

The total number of literate persons during the last three decades is as follows§:-

| Year.    | Males.   | Females. | Total.   |
|----------|----------|----------|----------|
| 1941 ..  | 2,27,260 | 24,295   | 2,51,555 |
| 1951 ..  | 3,10,882 | 41,553   | 3,52,435 |
| 1961@ .. | 5,83,017 | 1,17,748 | 7,00,765 |

\* *An account of the District of Shahabad in 1812-13* by Francis Buchanan published in 1804, page 172. This may have been an exaggeration.

† *W. W. Hunter's Statistical Account of Bengal*, Vol. XII, page 280.

‡ *The District Gazetteer of Shahabad* (1924), page 148.

\*\* Figures compiled from the *Census of India*, 1931 (Vol. VII), Bihar and Orissa. Part I Report by W. G. Lacey, I.O.S., page 227.

§ *Census of India*, 1941, VII, Bihar, page 97 *District Census Hand-Book, Shahabad*, page 84.

@ *Census of India*, 1961, Volume IV, Bihar, Part II-A, General Population Tables. page 405.

The *District Census Hand-Book of Shahabad, 1951*, made a distinction between the literate and the educated persons. According to it the persons who can read and write but have not passed the middle or any higher examination have been treated as literates and the persons, who have passed the middle and higher examinations, have been shown separately for each grade or standard which is as follows\* :—

|                                                              | Persons. | Males. | Females. |
|--------------------------------------------------------------|----------|--------|----------|
| Middle School ..                                             | 60,803   | 57,056 | 3,747    |
| Matriculation, School Leaving Certificate, Higher Secondary. | 9,631    | 9,166  | 465      |
| Intermediate (Arts or Science)                               | 1,457    | 1,328  | 129      |
| Graduates (Arts or Science)                                  | 546      | 521    | 25       |
| Post-graduate (Arts and Science).                            | 111      | 109    | 2        |
| Teaching .. ..                                               | 543      | 489    | 54       |
| Engineering .. ..                                            | 44       | 44     | ..       |
| Agriculture .. ..                                            | 9        | 9      | ..       |
| Veterinary .. ..                                             | 9        | 9      | ..       |
| Commerce .. ..                                               | 132      | 128    | 4        |
| Medical .. ..                                                | 320      | 305    | 15       |
| Legal .. ..                                                  | 772      | 772    | ..       |
| Others .. ..                                                 | 86       | 69     | 17       |

The category "Others" includes those who have passed the examinations such as *Prathama*, *Madhyama*, *Sahityaratna*, *Visharad*, *Alim-Fazil*, etc.

If we add the total number of persons under the above different categories to the number of literates the total of literate and educated persons comes to 4,26,892 as against 7,00,765 in 1961† Census.

The separate figures of literates or educated persons under different categories for the 1961 Census have not yet been published.

From an analysis of the above tables, it appears that there has been a gradual increase in the incidence of education from 1881 to 1921. The Census of 1931 showed a drop. The reasons are not understandable particularly when the total population in 1931 was 19,93,489 as against the total population of 18,14,229 persons according to the Census of 1921. There was an increase of 1,79,260.

\* *District Census Hand-Book of Shahabad, 1951* (1954), pages 84—97.

† *Census of India, 1961, Volume IV, Bihar, Part II-A, General Population Tables*, page 40E.

Normally, the number of literates should have gone up for males as it has gone up for the females.

The incidence of literacy and education has been increasing in almost arithmetical order since 1941. The number of literates and educated persons in 1941\* was 2,51,555 which rose to 7,00,765 in 1961. This speaks of the rapid progress in literacy and education.

#### GIRLS' EDUCATION.

The first girls' institution known as the Jain *Kanya Pathshala*, was started by Brahmcharini Pandita, Smt. Chandabai Jain, known as *Maji*. She was the first lady in this district who devoted her entire life for the cause of girls' education. At a time, when the *Purdah* system was observed strictly, Smt. Chandabai used to go to the *Pathshala* in covered *Palki* to teach the girls herself.

Afterwards she started an *Ashram* known as Shri Jain Bala Vishram in 1921 for the widows and orphans. Women and girls from all parts of India come and reside here. In those days they were taught Hindi (e.g., *Visharad*, *Sahityaratna* courses) and Sanskrit as well as handicrafts, *charkha*, etc.

Gradually, in the year 1934, she started Shri Jain Bala Vishram Middle School to enable the girls of the town and the adjoining villages to be educated on modern lines. Afterwards on the pressure of the guardians of the town and the district, she started a high school known as Shri Jain Bala Vishram High School in 1954.

The above schools are still working with a very good reputation in the district.

The first *Pathshala* of the district for the girls is still working which is situated near the Mandir of Shanti Nath on the Jain Road in Arrah. The other two institutions are situated in the compound of Shri Jain Bala Vishram on the Arrah-Koilwar road—2½ miles away from the town but the strength is increasing every year and has reached the number above six hundred students.

Smt. Chandabai took an active part for the welfare of women and girls. She is the President of the All-India *Digambar Jain Mahila Parishad* as well as the Editor of the *Jain Mahila Adarsh*, a monthly paper.

The incidence of girls' education in Shahabad district, however, is not very high. In 1910-11 there were two primary schools and fourteen upper primary schools. In 1921-22 the number of upper primary schools was two but the number of lower primary schools rose up to 66. In 1955-56 the number of primary schools rose up to

---

\* *Census of India, 1941, VII, Bihar, page 96.*

282 with 19,991 scholars. The following table shows the progress of education amongst girls since 1955-56 to 1962-63\*:-

48

| Years.  |    | Primary. |        |           | Middle.  |        |           | High.    |        |           | Basic.   |        |           |    |
|---------|----|----------|--------|-----------|----------|--------|-----------|----------|--------|-----------|----------|--------|-----------|----|
|         |    |          |        |           |          |        |           |          |        |           |          |        |           |    |
|         |    | Schools. | Girls. | Teachers. | Schools. | Girls. | Teachers. | Schools. | Girls. | Teachers. | Schools. | Girls. | Teachers. |    |
| 1       |    | 2        | 3      | 4         | 5        | 6      | 7         | 8        | 9      | 10        | 11       | 12     | 13        |    |
| 1955-56 | .. | ..       | 282    | 19,991    | 332      | 8      | 1,490     | 51       | 1      | 402       | 12       | 1      | 823       | 4  |
| 1956-57 | .. | ..       | 294    | 21,663    | 394      | 9      | 1,824     | 57       | 1      | 403       | 15       | 3      | 911       | 6  |
| 1957-58 | .. | ..       | 311    | 23,859    | 421      | 9      | 2,127     | 56       | 1      | 453       | 16       | 3      | 983       | 6  |
| 1958-59 | .. | ..       | 317    | 36,114    | 375      | 9      | 2,700     | 75       | 2      | 522       | 13       | 8      | 1,645     | 8  |
| 1959-60 | .. | ..       | 326    | 37,978    | 391      | 10     | 3,553     | 69       | 2      | 446       | 19       | 16     | 2,052     | 21 |
| 1960-61 | .. | ..       | 343    | 43,253    | 435      | 10     | 4,451     | 65       | 5      | 401       | 19       | 17     | 4,006     | 48 |
| 1961-62 | .. | ..       | 347    | 48,022    | 494      | 11     | 5,268     | 55       | 5      | 786       | 26       | 17     | 4,502     | 50 |
| 1962-63 | .. | ..       | 366    | ..        | ..       | 22     | ..        | ..       | 8      | ..        | ..       | 17     | ..        | .. |

\* Supplied by the District Inspectress of Schools, Shahabad.

### EDUCATION AMONG THE SCHEDULED CASTES, SCHEDULED TRIBES AND BACKWARD CLASSES.

The population of the Scheduled Castes, Scheduled Tribes and Backward Classes in district according to the 1951 Census was as follows\*:-

|                      | Males.   | Females. | Total.   |
|----------------------|----------|----------|----------|
| †Scheduled Castes .. | 1,79,632 | 1,87,826 | 3,67,458 |
| Scheduled Tribes ..  | 8,814    | 8,179    | 16,993   |
| Backward Classes ..  | 1,52,389 | 1,63,373 | 3,15,762 |

The population statistics of the Scheduled Castes, Scheduled Tribes and Backward Classes according to the 1961 Census are not yet available. The District Welfare Office in Arrah could not supply the authoritative or approximate break-up statistics. The Block Development Officers are reported to have got statistics of their population in their respective Blocks but the Block figures were not available in the office of the District Welfare Officer. There is no reason to think that the figures have declined since 1951. At the request of the Editor the District Magistrate promised to make a Census.

The Scheduled Tribes are distributed under Rohtas, Adhaura, Nawhatta, Bhabua, Chainpur and Bhagwanpur blocks. The Scheduled Castes and Backward Classes are distributed throughout the district. For the welfare of the Scheduled Castes, Scheduled Tribes and Backward Communities, the State Government have appointed one District Welfare Officer, one Assistant Welfare Officer and 18 Welfare Inspectors. These officers have the duty to spread education amongst the Harijans, Adivasis and the members of the other Backward Communities.

To encourage education among the members of the Scheduled Castes, Scheduled Tribes and Backward Communities, the State Government have arranged to give them stipends and book-grants and exemption from school fees. Stipends and book-grants are allowed to the students of the middle and the secondary schools belonging to the Scheduled Castes, Scheduled Tribes and Backward Classes through the District Stipend Committee constituted by the State Government for this purpose. Such students in colleges are awarded stipends and book-grants through the State and Central Stipend Committees.

To remove the social disabilities of the Harijans and the other Backward Classes, the State Government passed the Bihar *Harijans* (Removal of Civil Disabilities) Act in 1947. The word *Harijan*

\* *District Census Hand-Book of Shahabad* (1954), pages 76-77.

† The Scheduled Castes, Scheduled Tribes and Backward Classes have been described on the Chapters 'People' and 'Social Services and Public Life'.

had been coined by Mahatma Gandhi so that the Scheduled Caste people should not feel offended. The word '*Harijan*' is a combination of two Hindi words *Hari* and *Jan* which means the people of God. The *Harijans* include Dhobi, Dusadh, Chamar, Dome, Halalkhor, Pasi, Musahar, Nat, etc., who form the lowest rung in the caste-hierarchy and were given a very bad social deal and were normally taken to be "untouchables" by "the higher castes". They have been treated as the Scheduled Castes in Census Hand-Book of 1951. The problem can only be met by more of social consciousness among the classes other than the *Harijans*. There is also a certain degree of apathy on behalf of the *Harijans* to assert their rights under this Act.

It may be mentioned that the majority of the *Harijans*, Adivasis and Backward Classes who belong to the class of landless labourers are quite unable to meet the expenses of the education of their children. The State Government have decided to bear practically the entire expenses of the depressed classes on education.

There are 25 primary schools for the Scheduled Tribes and 30 primary schools for the Scheduled Castes in this district. During 1962-63, Rs. 22,382 were given to 169 students of the Scheduled Tribes and Rs. 4,02,369 to 6,722 students of the Scheduled Castes. The details will be found on the chapter 'Social Services and Public Life'.

#### PRIMARY, MIDDLE AND SECONDARY (HIGH AND HIGHER) EDUCATION.

In order to fit our educational system within the larger framework of National Development Planning, a complete departure has been proposed from the existing pattern of education in the district as well as in the country. The entire educational programme has been split up into three major divisions. The first one is the Elementary Basic Education for the students of the age-group 6 to 13. This is to be followed by four years of the secondary education for the age-group of 13 to 17. Secondary education is to be followed by a three-year of college or university education.

The first stage, namely, the elementary education, is sought to be made compulsory for all the children. This will comprise instruction in tool subjects with equal emphasis on the growth of the mental faculties as on the development of manual skill and character qualities. The principal aim of the elementary education is the minimum discipline of mind and body essential for the average citizen of a progressive country committed to democratic socialism.

The primary education is primarily meant for giving knowledge of three R's, i.e., reading, writing and arithmetic and it is for the age-group of 6 to 11.

The middle education is meant for elementary knowledge of all the subjects and it is for the age-group of 11 to 14.

The aim of the secondary education is partly an all-round general, intellectual, moral and social development of the adolescents for which the courses include a number of compulsory subjects. In addition, there are a good number of variety of electives that can match with the special talents, skills, interests, aptitudes and temperament of the individual students. Some of these courses prepare for the higher studies at the university stage. Others will equip a person to enter a suitable occupation or join a pre-vocational training course. The schools that provide only the academic courses, namely, science and humanities, are to be designated as the higher secondary schools. Those schools that offer also one or more vocational courses, like agriculture, technical, fine arts, etc., are to be designated as the multipurpose schools. All Government secondary schools are to function as the higher secondary multipurpose schools. Private schools have the option of converting themselves into the higher secondary or multipurpose higher secondary provided they satisfy certain requirements laid down by the State Government.

#### *Primary Education.*

Primary education is the responsibility of the local bodies having jurisdiction in the area, i.e., the municipality in the towns and the District Superintendent of Education supervises the primary and middle schools in rural areas.

As regards the progress of primary education, W. W. Hunter mentioned that in 1871-72, the number of Government and aided schools was 47, and rose in 1872-73 to 207; the number of pupils increased from 1,572 to 4,173, while the cost of the State decreased from £ 588 11s. in 1871-72 to £ 562 4s. 2d. in 1872-73 and the total expenditure in the Government and aided schools from £ 1,368 4s. 10d. to £ 1,057 11s. 3d. He further mentioned that besides these, there were in 1872-73, 123 private unaided schools attended by 1,771 pupils\*.

Regarding primary education, the last District Gazetteer (1924) of Shahabad mentioned that in 1922 there were only twenty-three primary schools for boys in the district. Including girls in boys' schools there were 1,260 girls at school in 1910-11, 2,292 in 1920-21 and 2,132 in 1921-22. The number of girls in boys' schools was falling steadily in 1921-22 as compared with 1920-21†.

There has been a considerable expansion of primary education since 1924. In 1953-54 two important steps with far-reaching consequences were taken. The first is the enforcement of the Expansion Improvement Programme Scheme, which helped the problem of

\* W. W. Hunter's *A Statistical Account of Bengal*, Vol. XII (1877), page 280.

† *District Gazetteer of Shahabad* (1924), page 148.

the educated unemployed, and established schools in the district on an equitable distribution basis, keeping in view the areas and the population for whom these schools were meant. The second is the promulgation of the Local Self-Government Amending and Validating Act, 1954, which had put an end to the system of administration in the field of education under the District Board to a considerable extent. Before 1954, the primary schools in the rural areas were controlled both by the District Board and officers of the Education Department. The powers of the local bodies in the matter of payment, etc., were vested with the District Superintendent of Education (Elementary) who was later designated as District Superintendent of Education.

The following table supplied by the District Education Office, gives the statistics from 1955-56 to 1962-63:—

| Years.  | Number of schools. |        | Number of scholars. |        | Number of teachers. |          |
|---------|--------------------|--------|---------------------|--------|---------------------|----------|
|         | Boys.              | Girls. | Boys.               | Girls. | Males.              | Females. |
| 1       | 2                  | 3      | 4                   | 5      | 6                   | 7        |
| 1955-56 | 1,681              | 282    | 1,03,540            | 19,991 | 2,928               | 234      |
| 1956-57 | 1,712              | 294    | 1,06,460            | 21,663 | 3,024               | 251      |
| 1957-58 | 1,731              | 311    | 1,04,718            | 23,859 | 3,039               | 221      |
| 1958-59 | 1,899              | 317    | 1,24,769            | 36,114 | 3,161               | 246      |
| 1959-60 | 2,067              | 326    | 1,32,820            | 37,978 | 3,549               | 237      |
| 1960-61 | 2,146              | 343    | 1,41,285            | 43,253 | 3,572               | 433      |
| 1961-62 | 2,214              | 347    | 1,51,569            | 48,022 | 3,782               | 475      |
| 1962-63 | 2,313              | 366    | ..                  | ..     | ..                  | ..       |

#### MIDDLE SCHOOLS.

Regarding the middle schools, the *District Gazetteer* (1924) of *Shahabad* mentioned that the Middle English schools were all under the management of local committees, eight of which received grants from Government while five were unaided. Of the middle vernacular schools, thirteen were directly managed by the District Board and one was aided by that body\*.

The control of the middle schools was entirely transferred to the District Board in 1925. After the promulgation of the Local Self-Government Amending and Validating Act, 1954, the District

\* The *District Gazetteer of Shahabad* (1924), page 148.

Superintendent of Education in the district had been made responsible for the control, management and payment to the middle and primary schools in the Board area. The control of such schools by the Local Boards of the respective subdivision did not have a salutary effect and was rightly terminated. A District Education Fund was opened in which the contribution of the District Board and the Education Department was to be pooled together and the expenditure was to be incurred out of the fund.

The following table supplied by the District Education Office shows the expansion of the middle schools from 1955-56 to 1962-63:—

| Years.  | Number of schools. |        | Number of scholars. |        | Number of teachers. |          |
|---------|--------------------|--------|---------------------|--------|---------------------|----------|
|         | Boys.              | Girls. | Boys.               | Girls. | Males.              | Females. |
| 1       | 2                  | 3      | 4                   | 5      | 6                   | 7        |
| 1955-56 | 232                | 8      | 25,605              | 1,490  | 1,117               | 51       |
| 1956-57 | 243                | 9      | 26,695              | 1,824  | 1,169               | 57       |
| 1957-58 | 260                | 9      | 28,600              | 2,127  | 1,198               | 56       |
| 1958-59 | 264                | 9      | 33,803              | 2,700  | 1,231               | 75       |
| 1959-60 | 277                | 10     | 36,274              | 3,553  | 1,192               | 69       |
| 1960-61 | 290                | 10     | 37,778              | 4,451  | 1,274               | 65       |
| 1961-62 | 305                | 11     | 38,235              | 5,268  | 1,276               | 55       |
| 1962-63 | 321                | 22     | ..                  | ..     | ..                  | ..       |

#### *Secondary Education.*

Certain specific defects have grown out of the system of secondary education in vogue during the years 1854—1882. The mother-tongue was completely neglected as a medium of instruction and very little was done to train teachers for the secondary schools. The courses of study had become too academic and unrelated to life mainly, because there was no provision for the vocational or technical courses. One further defect that had taken a concrete shape, was that the matriculation examination began to dominate, not only the secondary education but even the system of education in primary schools.

In 1882, an Education Commission, known as the Hunter Commission, was appointed by the Government to enquire into and report on the entire question of education in the country. The Commission was directed to look into the quality and character of the instruction imparted in schools.

Since it was very costly for the Government to maintain the secondary schools, it was thought that the entire responsibility of the primary education should be taken over by the Government and that of the secondary education should be left to the private enterprise. The Commission recommended that the secondary education should be provided on the grant-in-aid basis and that the Government should withdraw as early as possible from the direct management of the secondary schools. The recommendations were not, for some reasons or other, implemented.

During 1882—1902, there was a considerable expansion in the field of secondary education. It was partly due to the enthusiasm of private enterprise and partly due to the system of grant-in-aid.

The system of education in vogue, however, made the problem of unemployment all the more acute as the Universities were thrown open to all the types of students and most of the boys who passed through the Universities were fit for white collared jobs only. Technical education was at a low premium and manual labour or crafts came to be despised. In later years, attempts had been made to meet this problem. From time to time different committees have been formed at various levels to go into this question. One of them was the University Education Commission in 1948 under the Chairmanship of Dr. S. Radhakrishnan, now the President of the Indian Republic. The Commission recommended that the standard of admission to the University courses should correspond to that of the present Intermediate examination, i.e., after 12 years of the study at the school and Intermediate college. The Commission thought that neither the public nor the Government had realised the importance of Intermediate colleges in the Indian educational system and remarked that, "our Secondary Education remains the weakest link in our educational machinery and needs urgent re-inforcement".

Till the formation of the Secondary School Examination Board in 1951, all the secondary schools were under the control of the Patna University and the Matriculation Examination was conducted by the Patna University.

The *District Gazetteer of Shahabad* (1924) mentioned\* that there were nine high schools in the district at that time. The Arrah Zila School was maintained by the Government and there were aided high schools at Arrah, Buxar, Sasaram and Surajpura. There were also three un-aided high schools at Arrah and one at Dumraon; the latter was supported by the Maharaja of Dumraon.

The figures from 1955-56 to 1962-63 supplied by the District Education Office have to be looked into to mark the progress of secondary education. The figures are given below:—

| Years.  | Number of schools. |        | Number of scholars. |        | Number of teachers. |          |
|---------|--------------------|--------|---------------------|--------|---------------------|----------|
|         | Boys.              | Girls. | Boys.               | Girls. | Males.              | Females. |
| 1       | 2                  | 3      | 4                   | 5      | 6                   | 7        |
| 1955-56 | 99                 | 1      | 29,904              | 402    | 1,096               | 12       |
| 1956-57 | 108                | 1      | 32,481              | 403    | 1,386               | 15       |
| 1957-58 | 117                | 1      | 35,172              | 453    | 1,458               | 16       |
| 1958-59 | 116                | 2      | 3,754               | 522    | 1,536               | 33       |
| 1959-60 | 128                | 2      | 42,382              | 446    | 1,611               | 19       |
| 1960-61 | 120                | 2      | 38,522              | 401    | 1,239               | 9        |
| 1961-62 | 138                | 5      | 44,385              | 786    | 1,351               | 26       |
| 1962-63 | 138                | 8      | ..                  | ..     | ..                  | ..       |

\* The *District Gazetteer of Shahabad* (1924), page 148.

The expansion in the number of institutions or the number of scholars does not necessarily mean that education is being spread on a solid footing. On the other hand, there is complaint that the expansion has brought out the output of quarter-baked scholars under half-baked teachers. The standard has suffered grievously. There are quite a few reasons for the bad turn-out. There has been a frequent change in the policies adopted; the syllabus have been changed too frequently; the text books are changed almost every year; the number of compulsory subjects to be studied has undergone changes and even the very medium of language through which teaching has to be imparted has altered. The number of subjects now taught to the students is far too many; the number of languages which has to be learnt is more than two. There has not been a simultaneous expansion in the number of teachers. The teachers' training schools are not many and they are badly staffed, poorly equipped and are not able to turn out the proper type. The teacher's profession has also lost much of its previous charm—the pay-scale is still poorer than that of many other incumbencies. A young man now will think of taking to a teacher's job as a profession almost as a last resort after he has not been able to secure a job elsewhere. The spirit of sacrifice and dedication often repeated as a characteristic of an ideal teacher must remain more on paper. It is not possible with the economic pressure to work as a teacher honestly if the pay is poor and no teacher will appreciate as to why he should be the only man to tighten his belt. All these reasons go to make up the present trends when the schools are turning out thousands of students, most of whom are not disciplined or properly educated.

#### HIGHER SECONDARY AND MULTIPURPOSE SCHOOLS.

In the higher secondary schools teaching is done in some cases for a period of three or four years depending upon the period of nature and courses of study required. The higher secondary schools have been formed by the addition of one year which is taken from the Intermediate stage of the university.

Under memo. no. 11|54-05|58-E.—1451, dated 8th May 1958, the State Government accepted the recommendations of the Secondary Education Commission including the conversion of high schools into higher secondary schools for the introduction of diversified courses in such schools. The Government selected 25 and 22 non-Government high schools for conversion into multipurpose higher secondary and higher secondary schools respectively. There is a difference between the higher secondary school and the multipurpose school. In a multipurpose school diversified courses are followed and different crafts are taught. The idea is to make it a craft-centred school whereas a higher secondary school is not to be made craft-centred school. The State Government insists on some

conditions before the non-Government higher secondary and multipurpose schools in granting recognition. Some of them are—

- (1) There should be a justification for the recognition of the school in either category in view of the topography of the area, the strength of the pupils, etc., and the recognition must not create any unhealthy rivalry among the neighbouring schools.
- (2) The Managing Committee should be constituted according to the rules in force. The Committee will make rules regarding the admission, rates of tuition fees, transfer and appointment of teachers, etc.
- (3) The schools should have at least 320 pupils in case it is a four-class school and 450 pupils in case it is a six-class school.
- (4) The financial position of the school should be sound with at least Rs. 5,000 in the Reserve Fund and Rs. 5,000 in the General Fund. The school should be regular in paying the teachers according to the approved scales of pay. There must be Provident Fund for the teachers.
- (5) The school should have at least ten acres of land in not more than two blocks of which at least one block of five acres at the school site. The school providing for agriculture as a vocational subject group should have at least 15 acres of land.
- (6) The school should have a well equipped library.
- (7) The school should have an average of 66 per cent of passes at the Secondary School Examination with a good percentage of first division.

The following schools have fulfilled the above conditions and have been recognised by Government as higher and multipurpose schools:—

| Name of schools.                             | Date of recognition as higher and multipurpose school. |
|----------------------------------------------|--------------------------------------------------------|
| Higher Secondary School, Sasaram ..          | 1959                                                   |
| Sri Shankar Higher Secondary School, Takiya. | 1959                                                   |
| Higher Secondary School, Premnagar ..        | 1962                                                   |
| Higher Secondary School, Dehri-on-Sone       | 1959                                                   |
| Higher Secondary School, Mohania ..          | 1961                                                   |
| Higher Secondary School, Ramgarh ..          | 1961                                                   |
| Higher Secondary School, Dalmianagar         | 1959                                                   |
| Higher Secondary School, Budhwal ..          | 1962                                                   |

| Name of schools.                                               | Date of recognition as higher and multi-purpose school. |
|----------------------------------------------------------------|---------------------------------------------------------|
| Higher Secondary School, Surajpura ..                          | 1959                                                    |
| Higher Secondary School, Koath ..                              | 1959                                                    |
| Bikramganj Higher Secondary School, Bikramganj.                | 1959                                                    |
| Barkaganjpur Higher Secondary School, Barkaganjpur.            | 1962                                                    |
| Balihar Higher Secondary School, Balihar                       | 1961                                                    |
| R. B. Higher Secondary School, Buxar ..                        | 1962                                                    |
| Raj Multipurpose Higher Secondary School, Dumraon.             | 1959                                                    |
| Higher Secondary School, Barhampur ..                          | 1962                                                    |
| Higher Secondary School, Buxar ..                              | 1962                                                    |
| Bihea Uchha Madhyamic Vidyalaya, Bihea                         | 1961                                                    |
| H. N. Kshatriya Higher Secondary School, Arrah.                | 1960                                                    |
| Zila Higher Secondary School, Arrah ..                         | 1960                                                    |
| Arrah Town Higher Secondary School, Arrah.                     | 1959                                                    |
| Jain Bala Vishram Higher Secondary School, Arrah.              | 1959                                                    |
| Higher Secondary School, Virahimpur                            | 1961                                                    |
| Higher Secondary School, Tilauthu ..                           | 1959                                                    |
| Higher Secondary School, Dumri ..                              | 1962                                                    |
| Multipurpose Higher Secondary School, Bhabua.                  | 1959                                                    |
| Government Girls' Multipurpose Higher Secondary School, Arrah. | 1959                                                    |

A brief description of some of the schools in the district is given:—

*Arrah Town Higher Secondary School, Arrah.*

It was established in 1882 and got recognition in the same year. It was upgraded to higher secondary school in 1959. In 1963, there are 717 students and 21 teachers in the school. There are 7,000 books in the library. The school has a N.C.C.\* unit.

*Raj Multipurpose Higher Secondary School, Dumraon.*

It was established in 1866 and got recognition in 1879. It was upgraded to multipurpose higher secondary school in 1959. In 1963,

---

\* National Cadet Corps.

there are 912 students and 25 teachers in the school. There are two N. C. C. units and one A. C. C.\* unit. The school library has 2,000 books.

*H. N. Kshatriya Higher Secondary School, Arrah.*

It was started in 1917 and got recognition in 1919. In 1963, there are 1,259 students and 35 teachers. The school library has 6,000 books. There are three N. C. C. and three A.C.C. units in the school.

*Model Institute, Arrah.*

The High School was established in 1917 and got recognition in 1919. The school library has 4,000 books. There are N. C. C. and scouting units in the school. In 1963, there are 1,036 students and 24 teachers.

*Higher Secondary School, Nasriganj.*

This school got recognition in 1931 two years after being started. It was upgraded as higher secondary in 1963. In 1963, there are 631 students and 18 teachers. The school library has 2,000 books. There is an A. C. C. unit in the school.

*Government Girls' Multipurpose Higher Secondary School, Arrah.*

It was established in 1935 due to private efforts and was known as the Arrah Girls' High School. It was provincialised in 1949 and became a multipurpose higher secondary school in 1959. In 1963, there are 525 girls and 18 teachers including a Lady Principal. There are 1,300 books in the library.

*Arrah Catholic High School, Arrah.*

The Catholic Mission of Arrah runs this school established in 1952. There are 450 students and 15 teachers in 1963. Only science subjects are taught in this school. It is a residential school. There are 1,200 books in the school library. The school has an enviable reputation.

*Dalmianagar Higher Secondary School, Dalmianagar.*

The school got recognition in 1940, a year after it was started. It is managed by the Rohtas Industries, Limited. There are now 1,582 students and 48 teachers. There are 2,087 books in the library. There are N. C. C. and A. C. C. units in the school.

*Higher Secondary School, Dehri-on-Sone.*

It was established as high school in 1924 and recognised in 1925. It was upgraded to higher secondary standard in 1959. There are now 536 students and 22 teachers in the school. There are 2,467 books and N. C. C. and A. C. C. units.

---

\* Auxiliary Cadet Corps.

*Multipurpose Higher Secondary School, Sasaram.*

It was established in 1875 and got recognition in 1880. It was upgraded to higher secondary standard in 1959. There are 959 students, 23 teachers and 2,670 books in the school. There are A. C. C. and N. C. C. units in the school.

*Multipurpose Higher Secondary School, Bhabua.*

It was established in 1920 and got recognition in 1924. It was upgraded to higher secondary standard in 1959. There are now 831 students and 25 teachers in the school. There are 3,200 books in the library. There are N. C. C. and scout teams in the school.

*Buxar Multipurpose Higher Secondary School, Buxar.*

It was started in 1887 and was upgraded to higher secondary standard in 1962. There are now 1,096 students and 22 teachers in the school. There are 6,005 books in the library. The school has N. C. C. and A. C. C. units.

*Sri Jain Bala Vishram Girls' High School, Arrah.*

It was started in 1954 by Shrimati Chanda Bai, a philanthropic Jain lady of Arrah and got recognition in 1957. It is managed by Jain Bala Vishram Trust. There are 259 students and 13 teachers in the school. The school library has 2,300 books and a N. C. C. unit.

*Maharani Usha Rani Girls' High School, Dumraon.*

It was started in 1957 and got recognition in 1962. It is managed by the Dumraon Raj Charitable Trust. There are 70 girls and 6 teachers in the school. The school library has about 2,000 books on different subjects.

*Sri Shankar Higher Secondary School, Takiya.*

The school was established in 1944 and got recognition in 1947. It was upgraded to higher secondary standard in 1959. There are 1,196 students and 27 teachers and the school library has 1,400 books on different subjects and there is also an A. C. C. unit.

*Ram Dahin Mishra High English School, Garhani.*

It was established in 1942 by Sri Ram Dahin Mishra of village Pathar and got recognition in 1946. In 1963, there are 700 students and 18 teachers and the school library has 2,510 books. There are three units of N. C. C. in the school.

*Behia Uchcha Madhyamic Vidyalaya, Behia.*

It was established in 1932 and got recognition in 1934. It was upgraded to higher secondary school in 1961. In 1963, there are 780 students and 18 teachers in the school. The school library has 2,000 books. There are two A. C. C. and two Scout units in the school.

*Hari Narayan Uchchangal Vidyalaya, Shahpurpatti.*

This school was started by Sri Hari Narayan Singh in 1938 as a middle school. It was raised to the status of a high school in 1939 and got recognition in 1941. In 1963, it has 685 students and 20 teachers. There is co-education in the school. The school library has 3,000 books. There are three units of A. C. C.

*Swarath Sahu High English School, Jagdishpur.*

It was established in 1927 by Shri Swarath Sahu, a businessman of Jagdishpur. It got recognition in 1930 by the Government. In 1963, it has 700 students and 17 teachers. There is co-education. There is a library with 2,000 books.

*Piro Madhyamic Vidyalaya, Piro.*

It was established in 1947 and got recognition in 1950. At present (1963) there are 600 students and 17 teachers. The school library has 1,200 books and there are three A. C. C. units\*.

The total number of the secondary schools (both high and higher secondary) is 170 in the district. The area of the district is 4,408 square miles. So it works out that there is one school in 25 square miles. The Sadar subdivision has the largest number of such schools while Sasaram subdivision comes second. There are 28 such schools in Buxar subdivision while Bhabua subdivision has got only 15 such schools. The number of such schools exclusively for girls is rather small. There are three such schools in the Sadar subdivision while Buxar and Sasaram subdivisions have two each. There is only one such school in Bhabua subdivision. Quite a large number of schools have co-education.

## COLLEGE EDUCATION.

Patna University had jurisdiction over all the colleges of the State of Bihar before the formation of the Bihar University. The Patna University was an affiliating university. Even before the formation of the Bihar Secondary School Examination Board, the Patna University used to conduct the Matriculation Examination. But since the number of schools and colleges increased enormously, the Bihar Secondary School Examination Board was constituted in 1951 with the responsibility of conducting Matriculation Examination. Later on the work of the Patna University was bifurcated between the two universities, viz., Patna and Bihar, in 1951. The Patna University has jurisdiction over the colleges within the area covered by the Patna Municipal Corporation and it is a residential-cum-teaching university. The Bihar University had its headquarters

\* Shahabad district has got a large number of such institutions. The above description should not be taken to mean that the other schools are not important (P. C. R. C.).

at Patna and was mainly created as an affiliating university and had jurisdiction over all the colleges of the State of Bihar excepting that of Patna. Later on in 1960 two more universities were created by the State, namely, Ranchi University with its jurisdiction over the whole of Chotanagpur Division and the Bhagalpur University with its jurisdiction over the whole of Bhagalpur Division. The headquarters of Bihar University was shifted to Muzaffarpur.

In 1960 the Act relating to the Patna University was amended and accordingly its jurisdiction was extended over the colleges of Patna Division. But in 1962 again the rules of the university were amended and the Patna University became a teaching university as it was before. Later on in April, 1962 one more university was created by the State, namely, the Magadh University with its headquarters at Gaya. Its jurisdiction is over the Patna Division excepting the colleges within the area of the Patna Municipal Corporation.

The following colleges of Shahabad district are under the control and management of the Magadh University since April, 1962:—

#### *H. D. Jain College, Arrah.*

Shri Har Prasad Das Jain College was established on the 21st January, 1942. In 1919 the late Shri H. P. Jain gave a donation of Rs. 60,000 for the establishment of the college. Up till now the college has received Rs. 1,55,000 from the Adi Nath Trust in donation. In 1945, the late Sri Vijaya Pratap, the Maharaja of Dumraon, donated 22 bighas of land to the college. The college is affiliated up to the degree standard in Science, Commerce and Arts.

In 1963, there are 3,200 students and 70 lecturers in the college. There are about 28,000 books in the library. There are also five units of the National Cadet Corps and Rifles.

#### *Jagjivan College, Arrah.*

It was established on the 14th October, 1959 by the public donation and was named after Sri Jagjivan Ram who comes from Shahabad district and was previously the Communications Minister at the Centre. The college is affiliated up to B. A. standard. There are 15 lecturers out of whom six are part-time and nine are whole-time lecturers. There are 200 students in the college. The college library has about 1,000 books on different subjects and has a unit of N. C. C. R.

#### *Maharaja College, Arrah.*

This college was founded on the 13th September, 1954. It started functioning at first in the local *Nagiri Pracharini Bhawan*, but it was shifted to its own building known as the Judges' bungalow. This commodious building with ample compound was donated by the Maharaja of Dumraon by a registered deed on the

16th November, 1955. Another double-storeyed building known as the Arrah House was given to the college by the Central Government and it is being utilised as the library and the staff room at present. A double storeyed building, known as the Maharaja building adjacent to the college premises, has been given to the college by the Maharaja of Dumraon on lease. It is used as a hostel. The college was affiliated up to the Intermediate standard in Arts in 1955. In 1956 it was affiliated up to the B. A. standard. In 1957 it was affiliated up to I.Sc. standard and in 1960 it was affiliated up to B.Sc. standard. There are Honours courses in three subjects, namely, English, Hindi and Economics since 1961.

At present (1963) there are 30 lecturers and about 1,700 students in the college. There are 1,500 books in the library.

*Mahanth Mahadevanand Mahila Mahavidyalaya, Arrah.*

This college was established in 1959 by the efforts of Mahanth Mahadeva Nand Giri of Kawal Chapra Mathia of P.-S. Barahara and others. At present (1963) there are 12 lecturers out of whom eight are permanent and four are on temporary basis. There are 120 students in the college. There are about 1,600 books on different subjects in this college. The number of N. C. C. Cadets is about 80.

There are several other colleges, namely, Bishwamitra College, Buxar; S. P. Jain College, Sasaram; Bikramganj College, Bikramganj; D. K. College, Dumri; Bhabua College, Bhabua and Jawahar Lal College, Dalmianagar.

So far as the number is concerned, Shahabad district has got quite a few. Once a college is started, there is no dearth of students. But it cannot be said that the proper standard of teaching is being maintained. In some of the colleges the very large number of students is a handicap and there is hardly a living contact between the teachers and the taught. There is very little of discipline in most of the colleges as is commonly complained. Many of the colleges in the rural areas are badly equipped and poorly staffed. The students that are graduating are, as a class, very poorly equipped for the world. These observations are, however, not meant for the colleges in Shahabad district only. The multiplicity of the colleges has been done at the cost of the quality of the students produced. A college is not a factory and thousands of students in a college can hardly allow any standard being maintained.

The introduction of N. C. C. and N. C. C. R. units is a very timely move to instil ideas of discipline and self-help. It is a pity this training is not insisted on as a compulsory requisite.

**BASIC EDUCATION.**

The object of the Basic education system at the elementary stage is to impart education through socially useful productive activities

like spinning, weaving, gardening, carpentry, leather work, pottery, elementary engineering, domestic crafts, etc. The main idea is to teach the boys some useful crafts along with the three R's so that they could be useful to the society even if they do not go to the colleges. As a matter of fact, it was expected that the spread of this system of education will cyphon off a good percentage of boys who crowd the colleges and the universities without much purpose. Efforts in the field of the Basic education are confined at present to introduce in the non-Basic primary schools such important features of Basic education as do not entail heavy expenditure. Orientation programmes for the officers entrusted to look after the administration of primary and Basic education and primary school teachers are being implemented to reduce the difference, to the extent possible, between Basic and non-Basic schools. All the Teachers' Training Institutions for elementary school teachers, are being progressively converted to the Basic type.

The Post-Basic schools are started for the pupils who have been educated in the Junior and Senior Basic schools to continue their secondary education along the Basic lines. Since these institutions are aimed to be established by the voluntary organisations their syllabus and curriculum are different from those of the traditional secondary schools.

Students who pass out of these schools, however, meet with difficulties both in pursuing their higher studies and in securing employment. It is difficult to say that the system of Basic education has made a lasting contribution. It is still in an experimental stage. It is complained that the students are attracted to the Basic schools because of the scholarships offered and do not follow the crafts they learn as profession. The trainees complain that they are usually rated much lower when they want a job for which they are qualified. It is also difficult to get the proper type of teachers for these schools.

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 Education Officer. With the implementation of the Expansion Improvement Programme Scheme in 1953-54 some traditional schools were also converted into the Basic institutions and some new Basic schools were also started. This gave rise to the number of Basic schools. The financial drain on the State exchequer for continuing this system of education has been very considerable and many eminent educationists and public men have expressed their diffidence in the way the Basic education is being imparted. Dr. Zakir Husain, Ex-Governor of Bihar and now Vice-President of India, was one of the originators of this system of education. Dr. Zakir Husain has recently (1963) deplored the way Basic education system has been organised and has said the objectives are not being implemented.

44 The following table shows the expansion in number of the Basic education-institutions from 1955-56 to 1962-63 which includes Senior Basic, Junior Basic and Post-Basic schools in the district:—

| Years.  | Number of Schools. |    |        |               |    |        | Number of Scholars. |        |        |               |       |        | Number of Teachers. |     |          |             |      |          |    |
|---------|--------------------|----|--------|---------------|----|--------|---------------------|--------|--------|---------------|-------|--------|---------------------|-----|----------|-------------|------|----------|----|
|         | Junior Basic.      |    |        | Senior Basic. |    |        | Post-Basic.         |        |        | Junior Basic. |       |        | Senior Basic.       |     |          | Post-Basic. |      |          |    |
|         | Boys.              |    | Girls. | Boys.         |    | Girls. | Boys.               |        | Girls. | Boys.         |       | Girls. | Boys.               |     | Females. | Males.      |      | Females. |    |
|         | 1                  | 2  | 3      | 4             | 5  | 6      | 7                   | 8      | 9      | 10            | 11    | 12     | 13                  | 14  | 15       | 16          | 17   | 18       | 19 |
| 1955-56 | 96                 |    |        | 5             | .. | ..     | ..                  | 6,065  | 823    | 4,888         | 494   | ..     | ..                  | 234 | 4        | 220         | 4    | ..       | .. |
| 1956-57 | 109                |    |        | 40            | .. | ..     | ..                  | 7,677  | 911    | 6,172         | 486   | ..     | ..                  | 251 | 6        | 278         | 6    | ..       | .. |
| 1957-58 | 109                | 3  |        | 40            | .. | 2      | ..                  | 6,380  | 983    | 6,296         | 630   | 138    | ..                  | 221 | 6        | 289         | 6    | 9        | .. |
| 1958-59 | 115                | 3  |        | 58            | .. | 2      | ..                  | 7,875  | 1,645  | 9,497         | 1,195 | 158    | 3                   | 246 | 6        | 292         | 6    | 10       | .. |
| 1959-60 | 189                | 8  |        | 59            | .. | 3      | ..                  | 9,549  | 2,052  | 9,533         | 1,855 | 876    | 2                   | 237 | 8        | 365         | 10   | 24       | .. |
| 1960-61 | 304                | 16 |        | 59            | .. | 1      | ..                  | 15,919 | 4,006  | 10,003        | 1,500 | 269    | 8                   | 433 | 21       | 367         | 9    | 9        | .. |
| 1961-62 | 338                | 17 |        | 60            | .. | 2      | ..                  | 17,090 | 4,502  | 10,275        | 1,653 | 389    | 15                  | 475 | 48       | 376         | 7    | 20       | .. |
| 1962-63 | 338                | 17 |        | 61            | .. | 2      | ..                  | N.A.   | ..     | ..            | ..    | ..     | ..                  | ..  | ..       | N.A.        | N.A. | N.A.     | .. |

N.A.—Not available.

SOURCE.—The District Education Office, Shahabad.

## TECHNICAL EDUCATION.

There are seven technical institutions in the district. They are as follows\*:-

|                                                           | No. of students<br>(1962). | Expenditure.<br>Rs. |
|-----------------------------------------------------------|----------------------------|---------------------|
| 1. Dehri Technical Government Institution, Dehri-on-Sone. | 259                        | 92,016              |
| 2. Government Agriculture School, Arrah.                  | 100                        | 18,472              |
| 3. Commercial School, Sasaram                             | 52                         | 3,981               |
| 4. Royal Commercial Institute, Arrah.                     | 150                        | 6,239               |
| 5. Buxar Commercial School, Buxar                         | 36                         | 2,031               |
| 6. Arrah Industrial School, Arrah                         | 17                         | 13,553              |
| 7. Dumraon Commercial School, Dumraon.                    | 150                        | Not available.      |

The district can have certainly many more of such technical schools. The district is being industrialised and needs a lot of trained technical hands.

## PROFESSIONAL EDUCATION.

Teachers' Training Schools form an important wing under the professional education.

In 1950-51 a reorientation of the system of teachers' training was found necessary and the courses were modified so as to bring them nearer to the Basic system of education. The Elementary Training Schools were re-named as Junior Basic Training Schools.

The training period of the Junior Basic Training School was extended from one year to two years. In addition the Senior Basic Training Schools were opened where two years' course was implemented from the very beginning. The candidates with the minimum qualification of a pass in the middle standard were admitted in the Junior Schools while the matriculates were admitted in the Senior Basic Training Schools. In 1961, the distinction between the Senior and the Junior Training Schools was removed. At present there are seven Teachers' Training Schools, located at Behia, Piraota, Dumraon, Bhabua, Mohania, Sasaram. Sasaram has one such institution for boys and another for girls.

---

\* The figures have been supplied by the District Education Office, Shahabad.

The following table shows the number of professional schools in the district from 1955-56 to 1962-63:—

| Years.   | Number of schools. |        | Number of scholars. |        | Number of teachers. |          |      |
|----------|--------------------|--------|---------------------|--------|---------------------|----------|------|
|          | Boys.              | Girls. | Boys.               | Girls. | Males.              | Females. |      |
| 1        | 2                  | 3      | 4                   | 5      | 6                   | 7        |      |
| 1955-56  | ..                 | 4      | ..                  | 376    | 14                  | 19       | ..   |
| 1956-57  | ..                 | 4      | ..                  | 356    | 32                  | 13       | ..   |
| 1957-58  | ..                 | 4      | ..                  | 394    | 51                  | 21       | ..   |
| 1958-59  | ..                 | 4      | ..                  | 347    | 75                  | 23       | ..   |
| 1959-60  | ..                 | 5      | ..                  | 677    | 193                 | 32       | 1    |
| *1960-61 | ..                 | 6      | 1                   | 1,005  | 245                 | 46       | 2    |
| 1961-62  | ..                 | 6      | 1                   | 1,195  | 173                 | 61       | 4    |
| 1962-63  | ..                 | 6      | 1                   | N.A.   | N.A.                | N.A.     | N.A. |

#### SCHOOL FOR CULTIVATION OF FINE ARTS.

In 1914 one music school was started at Arrah which trains students in music and dancing. This institution has had an enormous progress due to the drive and personal interest of Shri Satrunjay Prasad Singh *alias* Lallanji who was himself a well-noted *Mridang* player. Shri Lallanji himself trained the students in music and dancing and spent hundreds of rupees personally. His untimely death has been a very great blow to the school.

More details of the school have been given elsewhere.

The privately managed *Shilpa Kala Kendra* at Arrah provides training in embroidery, knitting, etc., to the girls. Besides, the high schools for girls also impart training in music, dancing, painting and drawing.

#### EDUCATION FOR THE HANDICAPPED, DEAF, DUMB AND BLIND.

The Deaf School at Arrah was established in 1959. There are now six students (four boys and two girls) and one teacher. They are taught Hindi, English and some handicrafts. It gets an annual grant from the Central and State Governments. In 1962 it got Rs. 1,300 from the Centre and Rs. 700 from the State Government. The school is located in a rented building. There are no schools for the dumb or the blind or the handicapped otherwise.

## ORIENTAL EDUCATION.

Sanskrit *Vidyalyayas* or *Tols* prepare candidates for *Prathama*, or *Madhyama*, *Shastri* and *Acharya* examinations. Primary Sanskrit schools teach Sanskrit in addition to the departmental vernacular curriculum in reading, writing and arithmetic up to the lower or upper primary standard. The Sanskrit *Tols* are controlled by the Bihar Sanskrit Association, Patna. The *Tols* get financial aid from the State.

There is a Sanskrit High School at Arrah established in 1948. There are now 63 students and seven teachers (1963). It is affiliated to the Bihar Sanskrit Association, Patna. The medium of the teaching is Hindi in all classes but the two compulsory subjects, namely, *Nyaya* and *Jyotish* are taught in Sanskrit. After passing the matriculation examination students are eligible for admission in the Sanskrit College, Muzaffarpur.

So far as the Islamic institutions are concerned *Madarsas* prepare candidates for the examination held by the Madarsa Examination Board, Patna and diplomas are awarded. These schools are aided by the State.

There is an old and well-known *Madarsa* at Sasaram which is known as the *Khankah*. Muslim students from all over India particularly from Bengal and Assam come here. The medium of instruction is Urdu. Students are prepared for *Maulvi*, *Alim* and *Fazil* examinations in this institution.

The following table shows the number of the aided Sanskrit *Tols* and *Madarsas* in the district from 1955-56 to 1961-62:—

| Years.  | Sanskrit <i>Tols.</i>        |                           |                           | <i>Madarsas.</i>                 |                           |                           |    |
|---------|------------------------------|---------------------------|---------------------------|----------------------------------|---------------------------|---------------------------|----|
|         | Number<br>of<br><i>Tols.</i> | Number<br>of<br>scholars. | Number<br>of<br>teachers. | Number<br>of<br><i>Madarsas.</i> | Number<br>of<br>scholars. | Number<br>of<br>teachers. |    |
| 1       | 2                            | 3                         | 4                         | 5                                | 6                         | 7                         |    |
| 1955-56 | ..                           | 62                        | 1,512                     | 123                              | 5                         | 348                       | 38 |
| 1956-57 | ..                           | 63                        | 1,648                     | 144                              | 5                         | 453                       | 38 |
| 1957-58 | ..                           | 63                        | 1,736                     | 150                              | 5                         | 433                       | 38 |
| 1958-59 | ..                           | 63                        | 1,595                     | 150                              | 5                         | 446                       | 38 |
| 1959-60 | ..                           | 62                        | 1,879                     | 150                              | 6                         | 598                       | 39 |
| 1960-61 | ..                           | 61                        | 1,948                     | 148                              | 6                         | 583                       | 39 |
| 1961-62 | ..                           | 61                        | 1,948                     | 148                              | 6                         | 586                       | 39 |

## SOCIAL EDUCATION.

In 1937 during the first Congress Ministry, a literary campaign had been started from the Education Department. This scheme was not much of a success. With the resignation of the Congress Ministry there was a set-back in whatever was being done. A comprehensive scheme has been again sponsored since 1948 by the State Government to spread literacy and to make the common man's life pleasant and useful. The centres for imparting literacy and general knowledge with audio-visual aids have now been linked up with all the Community Development Blocks throughout the State. There are also other youth organisations for boys and girls. These centres or organisations are expected to hold literacy and music classes and demonstration for village welfare work. Particular attention is expected to be paid to the women folk in the village and to try and make them useful mothers, sisters and citizens. Most of the centres are in the school buildings or in the offices of the gram panchayats or the co-operative societies. The State Government are spending a large sum on the centres for providing books, musical instruments, equipments, etc. There is a Social and Youth Welfare Officer at Arrah who is the incharge of social education. He is under the control of the Directorate, Social and Youth Welfare, Bihar, Patna. At present (1963) there are centres at Sheoganj, Shital Tola, Awar Pool, Tari Mohalla and Maula Bagh in Arrah town.

The following figures show the expansion of adult education or social education centres in the district for the last eight years:—

| Years.        | Number of centres. |          | Number of enrolments. |          |
|---------------|--------------------|----------|-----------------------|----------|
|               | Males.             | Females. | Males.                | Females. |
| 1955-56 .. .. | 380                | 30       | 750                   | 6 30     |
| 1956-57 .. .. | 410                | 32       | N. A.                 | N. A.    |
| 1957-58 .. .. | 427                | 40       | N. A.                 | N. A.    |
| 1958-59 .. .. | 434                | 40       | 1,050                 | 773      |
| 1959-60 .. .. | 440                | 103      | N.A.                  | N. A.    |
| 1960-61 .. .. | 405                | 120      | 1,705                 | 1,916    |
| 1961-62 .. .. | 337                | 132      | 4,526                 | 1,930    |
| 1962-63 .. .. | 450                | 135      | 4,638                 | 1,998    |

An investigation was made at the adult literacy centres at Mohalla Shital Tola, Maulabagh and Meerganj within Arrah town in the month of October, 1963.

The Shital Tola Night School was started in the month of August, 1962 with ten students mostly belonging to the Mushar caste. It is running in the house of one Bishnath Kumhar. At the time of investigation it was found that the school was closed due to the illness of the teacher. From the attendance register it appeared that during the month of August, 1963 there were twenty-five students which increased to thirty-five in the month of October, 1963. The investigators learnt that from August, 1962 to August, 1963 near about 98 persons have been made literate. The environs are not encouraging. The centre is running in a small room with no furniture. There is only one teacher. The school has a black-board and a chair. The students generally sit on the floor. No equipments or aids were seen.

The Maulabagh Mahila *Sikhsha Sudhar Kendra* was started in 1962. It is meant for ladies. At the time of investigation five girls were found in the centre. Up till now this centre has made five ladies and 90 girls literate.

This centre is functioning in a small room and there is no proper arrangement for reading.

The Mirganj centre was found closed. It was gathered that the teacher was generally absent. This centre is in a Harijan *tola*. This centre is not properly running as stated by the local inhabitants. The investigation in the centres did not show that much useful work was being done. It is not known if the number of people made literate is correct or not. It is doubtful if the money spent is being properly utilised.

Drills, gymnastics, sports and outdoor games have been a regular feature in the educational institutions from a long time past. Owing to the very large number of students in most of the schools, a very small percentage of the students can possibly take advantage of the facilities. Many of the schools have no playground and are not well equipped either.

Physical training is also given in the girls' schools where provisions for games are encouraged. The A. C. C. and N. C. C. units, boy scouts and girl guides have been financially helped by the State Government.

The district has a Deputy Superintendent of Physical Education to look after the physical education programme in the educational institutions and physical training centres (*akharas* and *vyamshalas*).

#### SCOUTS AND GIRL GUIDES.

The Scout Association was established in 1923 in this district. The scouts and the guides were particularly trained to do social service and the boy scouts and girl guides gave an excellent account of themselves in the *melas* and fairs and on other occasions.

Previously there were two district associations, one under the Scout Association and the other under the Hindustan Scouts and Guides running separately. In 1950 both the associations were amalgamated at a higher level and they merged in the district also. The organisation is now known as the Bharat Scouts and Guides Association.

Training is given and the holding of camps is encouraged. In 1961-62, 1962-63, nine and eleven camps were organised respectively in which 716 and 1,094 scouts respectively participated. The details will be found elsewhere.

#### AUXILIARY CADET CORPS, NATIONAL CADET CORPS AND NATIONAL CADET CORPS RIFLES.

Military training is sought to be imparted to students under the control of the 53rd Bihar Battalion National Cadet Corps with headquarters at Arrah. The Senior Division of N. C. C. is meant for the college and school students while the Junior Division is meant only for the school students. Since 1961, a new unit, viz., National Cadet Corps Rifles has been started in colleges. There are N. C. C. and N. C. C. R. units in H. D. Jain College, Maharaja College, M. M. College and Jagjivan College. In the N. C. C. R. units training is given to handle the rifles.

In July, 1963, the total number of cadets in these colleges was 4,700. There is still a wide scope for the progress of the movement. The N. C. C. R. unit is under the management of 59 N. C. C. R. and 71 N. C. C. R. with headquarters at Patna. There are A. C. C. units in several schools of the district.

The main aim of the National Cadet Corps is to develop ideas of comradeship, service and leadership in young men and women. Another aim is to provide service training to young men and women and to build up a reserve of potential defence. Parades and frequent camps are held to keep the cadets in force.

#### LITERARY ACTIVITIES.

Some years back the district published a number of Hindi magazines which were of a high literary standard. Some of them were *Nagri Hitaishi Patrika*, *Manoranjan*, *Sahitya Patrika*, *Bal Keshri*, *Saptahik Shahabad*. Unfortunately they have had a short life.

Some monthlies, namely, *Gaon-Ghar*, *Bhojpuri*, *Nagri*, etc., are now published from Arrah. They have a very limited circulation.

Shahabad district has produced a number of noted Hindi writers. They have been mentioned in the discussion on Bhojpuri literature elsewhere. Urdu writers also have been mentioned separately.

*Pustakalaya, Waina.* All the colleges and schools have their own libraries. The H. D. Jain College Library is very well equipped. There are about 582 libraries in the district which receive aid from the Government.

It is, however, unfortunate that the libraries are not well utilised. It appears that many privately-owned libraries get Government patronage.

An enquiry was made by two investigators.

At *Bal Hindi Pustakalaya* it was found that the average number of daily visitors for six months, i.e., from April, 1963 to September, 1963 was only 63 persons and the average number of books daily issued was 20. Out of these books 12 were Hindi novels, two English novels, five books on Hindi literature and one on other subject.

The newspapers found in the reading room were the *Indian Nation*, the *Searchlight*, the *Hindustan Times*, the *Statesman* in English and Hindi newspapers like the *Aryavarta*, the *Pradeep*, the *Nav Bharat Times* and the *Vishwa Mitra*. There were no Urdu and Bengali newspapers.

Weeklies like the *Blitz* (English), the *Illustrated Weekly* (English), the *Dharmayuga* (Hindi), the *Saptahik Hindustan* (Hindi), *Yogi* (Hindi) appear to be more popular. The monthly magazines like the *Span*, the *Commonwealth*, the *Link*, the *Sahitya Sandesh* and the *Navneeta*, etc., are subscribed. Most popular among the Hindi and English weeklies were *Blitz*, *Dharmayuga* and *Saptahik Hindustan* and the *Illustrated Weekly*.

At *Nagri Pracharini Sabha Pustakalaya* the number of average daily visitors was 88 persons. The average number of books daily issued was 25. Out of these 25 books 75 per cent were Hindi novels and other Hindi literature, 10 per cent English literature and novels and 15 per cent miscellaneous books. The readership at this State library where there are several colleges was very poor.

The *Sugga Devi Pustakalaya* is attached to the *Arya Samaj Mandir*, Arrah and is a public library. At the time of investigation two daily newspapers, namely, the *Aryavarta* and the *Searchlight*, four religious weekly papers and three monthly magazines were found in the reading room.

There were near about 3,000 books on various subjects.

The number of average daily visitors was only 12 and the number of average books issued was 13 (mostly religious books).

#### MUSEUM.

There is no State-sponsored museum in the district. A large number of antiquities of Shahabad has been removed to the Patna Museum. The Central Jain Oriental Library at Arrah has a small collection of old coins, objects of art, stamps and manuscripts.