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THE FIFTH QUINQUENNIAL REVIEW

OF THE

PROGRESS OF EDUCATION

IN

BIHAR

(Dealing with the period from April 1st, 1932, to March 31st, 1937.)

SUPERINTENDENT, GOVERNMENT PRINTING, BIHAR,
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CHAPTER I.

Introductory.

This quinquennial review is concerned with the progress of education in Bihar alone and excludes Orissa from its purview, unlike the four preceding quinquennial reviews which dealt with both Bihar and Orissa. The departure is due to the separation of Orissa and its formation into a new province on the 1st April, 1936.

2. The tables printed on the next four pages present the usual summary of the statistics for Bihar in respect of area, population, educational institutions, scholars and the expenditure on education for the last year of this and of the previous quinquennium. The statistics for the year immediately preceding the last are also given for purposes of better comparison.

I.—General Summary of Educational Institutions and Scholars.

Area in sqare miles—'9,?46.		Percentage of male scholars to male popula'ion, f male sch lars to fem le popu a'ion, and tot l num er of scholars to total population.	In recognised institutions.			In all institutions.		
			1937.	1936.	1932.	937.	1936.	1932.
Population—								
Males ...	1,62,44,887	Male scholars	5·12	5·09	4·65	5·47	5·49	4·92
Females ...	1,61,26,547	Female scholars.	·69	·68	·55	·74	·74	·58
Total ..	3,23,71,434	Total ...	2·91	2·89	·607	3·11	3·07	2·75

Recognised Institutions.	Institutions.				
				Increase or decrease.	
	1937.	1936.	1932.	Compared with 1936.	Compared with 1932.
1	2	3	4	5	6
University	1	1	1	...	..
FOR MALES.					
Arts colleges *	9	9	9		...
Professional colleges	5	5	6	...	—1
High schools	198	187	149	+11	+49
Middle schools	740	720	616	+20	+124
Primary schools	18,763	19,218	19,763	—455	—1,000
Special schools... . ..	447	442	392	+5	+55
TOTALS ..	**20,162**	**20,581**	**20,935**	**—419**	**—773**
FOR FEMALES.					
Arts colleges	...	...	...	...	..
Professional colleges	...	...		...	...
High schools	10	10	6	...	+4
Middle schools...	36	32	25	+4	+11
Primary schools	2,027	2,070	2,064	—43	—37
Special schools	18	18	18	..	..
TOTALS ...	**2,091**	**2,130**	**2,113**	**—39**	**—22**
Unrecognised schools— For males	1,895	1,687	1,628	+208	+267
For Females	191	219	183	—28	+8
TOTALS ...	**2,086**	**1,906**	**1,811**	**+180**	**+275**
GRAND TOTALS ...	**24,339**	**24,617**	**24,859**	**—278**	**—520**

* Includes figures

† Besides these 32 post-graduate students of Arts and

(a) In graduate and post-graduate classes. (b) In intermediate classes.

Scholars.					Remarks.
			Increase or decrease.		
1937.	1936.	1932.	Compared with 1936.	Compared with 1932.	
7	8	9	10	11	12
...	..	...	.	..	
3,620	3,134	3,074	+486	+546	(a) 1,171, (b) 2,449.
†975	918	890	+57	+85	
57,345	52,412	43,134	+4,933	+14,211	(c) 47,920, (d) 9,425.
95,628	90,820	68,321	+4,808	+27,307	(c) 44,736, (d) 50,892
7,01,225	7,07,567	6,54,985	—6,342	+46,240	(c) 341, (d) 700,884.
18,359	17,812	15,572	+547	+2,787	
8,77,152	**8,72,663**	**7,85,976**	**+4,489**	**+91,176**	
..	...	...	...	...	
...	...	..	...	.	
2,294	2,140	1,504	+154	+790	(c) 989, (d) 1,305.
6,182	5,537	4,161	+645	+2,021	(c) 1,152, (d) 5,030.
57,006	57,401	51,795	—395	+5,211	(c) 64, (d) 56,942.
829	786	514	+43	+315	
66,311	**65,864**	**57,974**	**+447**	**+8,337**	
59,413	52,643	44,433	+6,770	+14,980	
4,532	5,183	3,927	—651	+605	
63,945	**57,826**	**48,360**	**+6119**	**+15,533**	
10,07,408	**9,96,353**	**8,92,310**	**+11,055**	**1,15,098**	

for the Science College.

Science Colleges were reading in the Law College.

(c) In the secondary stage. (d) In the primary stage

II.—General Summary of Expenditure

—	Total expenditure.				
	1936-37.	1935-36.	1931-32.	Increase or decrease compared with.	
				1935-36	1931-32.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Direction and Inspection	8,71,941	8,77,856	8,21,573	—5,945	+50,338
University	2,50,020	2,60,494	2,94,097	+9,526	—24,077
Board of Secondary and Intermediate Education	6,378	4,957	4,697	+1,421	+1,681
Miscellaneous	32,59,045	2 ,18,406	24,28,592	+8,40,639	+8,30,453
Totals ...	**44,07,354**	**35,61,713**	**38,48,959**	**+8,45,641**	**+8,58,395**
INSTITUTIONS FOR MALES					
Arts Colleges	10,51,347	19,44,951	9,40.520	+6,396	+1,10,827
Professional Colleges	5,55,314	5,73,024	5,4 ,866	—17,710	+12,448
High Schools	24,58,715	2 ,14,228	19,97,413	+1,44,487	+4,61,302
Middle Schools ..	16 93,6 0	16,1 ,617	13,66,271	+81,013	+3,27,359
Primary Schools ...	44,61,526	46,87,184	43,20,592	+74,342	+1,40,934
Special Schools ...	12,62,465	12,58,495	12,87,936	+3,973	—25,468
Totals .	**1,14,83,000**	**1,11,93,499**	**1,04 55,598**	**+2,92,501**	**+10,27,402**
INSTITUTIONS FOR FEMALES.					
Arts Colleges	...	..	...	...	..
Professional Colleges	...	...	...	...	...
High Schools	1,98,560	2,06,594	1,40,327	—8,034	+58,233
Middle Schools	1,88,957	1,44,7 6	1,22,014	+44,221	+66,943
Primary Schools . ..	4,42,355	4,25,177	4,29,997	+18,178	+13,358
Special Schools	75,599	70,778	58,601	+4,821	+16,998
Totals ...	**9,05,471**	**8,47,335**	**7,59,939**	**+58,136**	**+1,55,532**
(a) GRAND TOTALS ...	**1,67,96,825**	**1,55,00,497**	**1,47,55,496**	**+11,97,328**	**+20,41,329**

(a) The figures in columns 11-15 against this side

on Education during 1936-37.

Percentage of expenditure in 1936-37.				Cost per scholar.					Remarks.
Government funds.	Local funds.	Fees.	Other sources	Government funds.	Local funds.	Fees.	Other sources.	Total.	
7	8	9	10	11	12	13	14	15	16
				Rs. a p.	Rs. a. p	Rs a. p.	Rs a. p.	Rs. a. p.	
98·79	·16	...	1 05	...	..		..	...	
7·81	...	92·02	·17	.	.	.			
1·0	..	.		..	...			..	
52·95	29 05	9 02	17·38			..			
59·32	**15·30**	**12 31**	**13·07**	...	..	.	.		
70·75	.	27·78	1 47	205 7 6	.	89 11 1	4 1 3	299 6 10	
80·04	..	18 09	1·27	455 14 5	...	106 7 0	7 3 5	562 8 10	
27·55		61 95	10 50	11 13 0	...	26 8 11	4 8 1	42 14 0	
5·55	40·52	43·74	12·19	0 10 1	7 2 9	7 11 11	2 2 7	17 11 4	
·90	72 74	13·53	13·53	0 0 2	4 10 1	0 13 9	0 13 9	6 5 9	
65 24	·25	4 07	30·44	44 13 10	0 2 9	2 12 9	20 14 11	68 12 3	
24·02	**34·26**	**28·87**	**12·85**	**3 2 4**	**4 7 9**	**3 12 6**	**1 10 11**	**13 1 6**	
...	...	...	..	..	.	...	...	...	
.	...	...	...	...	...	...	...	...	
49·95	...	34·27	15·78	43 3 9	...	29 10 8	13 10 6	86 8 11	
29·69	6·30	10·73	53·28	9 1 2	1 14 9	3 4 6	16 4 7	30 9 0	
6·72	67·98	6·88	18·42	0 8 4	5 4 7	0 8 7	1 6 11	7 12 5	
73·43	...	·95	25·62	66 15 4	...	0 13 10	23 5 11	91 3 1	
29·52	**36·56**	**13·19**	**25·71**	**3 10 1**	**4 11 7**	**1 12 10**	**3 8 3**	**13 10 9**	
33·42	**29 30**	**23·68**	**13·60**	**5 15 2**	**5 3 6**	**4 3 5**	**2 6 9**	**17 12 10**	

head include both direct and indirect expenditure.

3. The following table gives the figures for the population and the number of scholars in Bihar for the year in which the province of Bihar and Orissa was created and for every subsequent fifth year. As in the last quinquennial review, I have allowed for every complete period of five years the variation in population which would take place if it proceeded at a uniform rate in the decade between one census and another, and for the quinquennium under review I have assumed that the variation has been the same as in the quinquennium before. It will be seen that so far as numbers are concerned there have been two periods of retrogression in the education of boys. It is also noticeable that there has been in no period any set-back in the education of girls. The third and most outstanding thing to observe in these figures is the substantial progress achieved in the spheres of both girls' and boys' education during the past five years. This progress is a matter for gratification from two points of view. In the first place, the pace of progress of girls' education is far in excess of the pace in any previous quinquennium. Secondly, progress has been made in all branches of education, both in quantity and in quality, in spite of the worst earthquake that ever devastated Bihar. The figures for expenditure in 1936-37 show an increase of approximately 12 lakhs over the figures in 1935-36 and of nearly 20½ lakhs over those in 1931-32. The increase is due in some measure to the grants given by Government for repairs or reconstruction of educational buildings damaged or destroyed by the earthquake of 1934, and partly to the gradual diminution of the economic depression.

Years.	Population.		Number of pupils at school.		Percentage of—		Increase or decrease over the last quinquennium.	
	Males.	Females.	Males	Females.	columns 4 to 2.	columns 5 to 3.	Males.	Females.
1	2	3	4	5	6	7	8	9
1911-12 ...	14,383,645	14,974,686	508,721	65,908	3·56	·44	...	...
1916-17 ...	14,397,699	14,796,680	558,458	74,806	3·88	·50	+·32	+·06
1921-22 ...	14,411,754	14,618,674	542,133	72,472	3·76	·50	—·12	+·00
1926-27 ...	15,328,320	15,872,010	818,097	84,008	5·34	·55	+1·58	+·05
1931-32 ...	16,244,887	16,126,547	798,572	93,788	4·92	·58	—·42	+·03
1936-37 ...	16,244,887 +916,666	16,126,547 +753,936	888,172	119,236	5·18	·70	+·55	+·16

4. The earthquake on the 15th January, 1934, slightly or severely damaged many, and totally destroyed a few, of the educational buildings in Bihar. In the rural areas of the Tirhut Division and in the few

other districts bordering on the Ganges there were at the time of the earthquake 5,986 buildings belonging to managed, aided or stipendiary middle and primary schools. Of these, 518 were totally destroyed, 754 were severely damaged and 2,123 were slightly damaged. The most serious damage was in Darbhanga where 364 buildings were destroyed or severely damaged and in Muzaffarpur where the number was 324. By the end of the year 1934-35, 64 of the destroyed buildings had been replaced and 242 of those severely damaged had been repaired; the progress made varied in the different districts. Among the Government buildings destroyed or seriously damaged the most important are the following, the estimated cost of repairs or reconstruction being given in brackets after each in thousands of rupees:— Motihari zila school (191); Purnea zila school (180); Bankipore girls' school (154); Monghyr zila school (117); Patna College (114); Women's Training Class, Muzaffarpur (84); Patna Law College (79); Badshah Nawab Razvi Training College (53); Greer Bhumihar Brahman College (29); Northbrook School at Darbhanga (25); and Sitamarhi elementary training school (22). Grants were given for restoring the buildings of those colleges and schools which were aided directly by Government; the expenditure under this head was Rs. 2,07,794 in 1934-35, Rs. 2,06,185 in 1935-36 and Rs. 2,11,025 in 1936-37. A further sum of Rs. 1,73,624 is the anticipated expenditure in 1937-38 and future years. Similar help was given on certain conditions to unaided schools also No grant under this head was given in 1934-35, but the expenditure in 1935 36 was Rs. 65,489 and in 1936-37 Rs. 65,125. A further sum of Rs. 22,000 is the anticipated expenditure in 1937-38 and future years. Government gave the local bodies lump grants to cover the cost of reconstruction or repair of the schools under their control, in addition to the grants, already mentioned, given to aided and un-aided schools not under the control of local bodies.

5. No legislation dealing with educational matters was undertaken during the quinquennium except a minor amendment of the Patna University Act seeking among other small changes in the Act to give the Syndicate power to co-opt Fellows to fill temporary vacancies in its own number.

6. Four resolutions connected with education were moved in the Legislative Council in the last five years, one in 1932-33, two in 1934-35 and one in 1935-36. Two of these were almost identical asking Government to provide for the teaching of Biology in either the Science College or one of the colleges of Bihar at least up to the B.Sc. standard. The third one asked Government so to amend the rules as to enable district boards to devote 6 per cent instead of 4 per cent of their total grant for educational purposes to the teaching of English in middle schools. The last one asked Government to give a vocational bias to the instruction imparted in secondary schools and in the highest classes of primary schools and to make provision for craft classes at the end of the primary and middle stages. All these resolutions were withdrawn in view of the sympathetic replies by Government. In 1935-36 an adjournment

motion was introduced to discuss the orders issued for holding a re-examination in English at the middle school certificate examination, when it was found that the original questions had become known in advance. This motion was also withdrawn on an assurance that every possible step would be taken to ascertain the source of the leakage and to prevent a recurrence of the incident. Last year a motion to reduce by one rupee the supplementary demand in respect of the grant-in-aid to aided *madrasas* was brought forward to draw the attention of Government to the desirability of asking the Madrasa Examination Board to adopt a uniform scale of grant-in-aid to *madrasas* of a particular standard in view of the restoration of the four per cent reduction in the total allotment placed at their disposal, but when it was pointed out that the distribution of grants to *madrasas* was a matter entirely for the Board to decide, in which Government should not interfere, the motion was withdrawn.

7. In each year of the quinquennium except in 1934-35, the education budget was passed without modification. In that year the education budget was passed subject to a token cut of one rupee, carried as a protest against the action of the Board of Secondary Education in withdrawing recognition from the Training Academy at Monghyr.

8. The number of questions asked about educational matters, if the different sub-heads of a question are reckoned as separate questions, was 229 in 1932-33, 181 in 1933-34, 211 in 1934-35, 156 in 1935-36 and 99 in 1936-37. The number of such questions in the year preceding the quinquennium was 104 and in the year before 49, but in 1928-29 it had reached the surprising total of 532.

9. A list of the outstanding events of educational importance, during the quinquennium, is given below in the chronological order :—

(1) the reconstitution of the University bodies in accordance with the Patna University (Amendment) Act, 1932 ;

(2) the holding of the annual meeting of the Indian Science Congress at Patna ;

(3) the opening of Honours classes in English at the Greer Bhumihar Brahman College and of degree classes in Geography at Patna College ;

(4) the restoration of the posts of four special inspecting officers for the education of the depressed classes ;

(5) the reappointment of the school medical officers ,

(6) the thorough revision and redrafting of the Patna University regulations ;

(7) the opening of intermediate classes in Hindi as a Principal subject at Patna and the Greer Bhumihar Brahman colleges and the opening of degree classes in Economics at the Bihar National College;

(8) the continued rapid increase in the number of secondary schools and of their pupils :

(9) the leaving of religious instruction in schools to the discretion of the school authorities concerned ;

(10) the publication of the report of the primary education conference ;

(11) the steady progress made in the education of Indian girls, specially in schools for boys ;

(12) the introduction of revised scales of pay for new entrants to the different educational services ;

(13) the progress made in repairing the damage to educational buildings caused by the earthquake of January, 1934 ;

(14) the transfer of the Imperial Institute of Agricultural Research from Pusa to Delhi ;

(15) the transfer of the direct responsibility for the inspection of upper primary schools from district and deputy inspectors to sub-inspectors;

(16) the institution of a new degree of Master of Education ;

(17) the institution at the Patna Training College of an annual short course for the training of graduate teachers already in employment ;

(18) the supply to high schools of examination papers for class VII similar in standard to those set for class VII of middle schools ;

(19) the issue of orders on the report of the primary education committee, especially the orders relating to admissions to primary schools and the use of a common vernacular ;

(20) the introduction of a new four-year syllabus for lower primary schools ;

(21) the revival of the post of special officer for primary and girls education ;

(22) the institution at the secondary training schools of refresher courses for the head pandits of elementary training schools ;

(23) the institution of a provident fund for teachers in Anglo-Indian and European schools ;

(24) the introduction of a new system for reviewing text-books ;

(25) the celebrations of the King-Emperor's Silver Jubilee ;

(26) the transfer of officers to Orissa to form the headquarters staff for the new province ;

(27) the action taken by Government on the wholesale transfer of teachers made by the Madhubani local board ;

(28) the publication of the report of the committee appointed to consider the whole question of the matriculation examination ;

(29) the holding of refresher courses for sub-inspectors at the Patna Training College ;

(30) the rapid expansion in the number of high schools and of their pupils ;

(31) the introduction of a new system of efficiency grants to high schools ;

(32) the new procedure for the recognition of primary schools ;

(33) the restoration of the balance of 10 per cent cut in the grants to local bodies for primary education ;

(34) the impetus given by the Patna Exhibition and the district exhibitions, which preceded it, to school hand-work ;

(35) the introduction by Patna University of a new degree of Bachelor of Oriental Learning and Master of Oriental Learning ;

(36) the introduction of a new syllabus of study for *madrasas* ;

(37) sanction to a further reduction in the number of elementary training schools and the appointment of graduate headmasters in 15 such schools ;

(38) the introduction of a new syllabus for elementary training schools ;

(39) the first meeting of the Provincial Board for Anglo-Indian and European education ;

(40) the new grant of Rs. 5,000 for Santal education ;

(41) the decision to grant free education in colleges to pupils of the depressed classes ;

(42) the re-arrangement of the meetings of the Text-Book Committee with a view to secure the publication of lists of approved books at a more convenient time ;

(43) the completion of a survey of all the educational trust funds in the province ;

(44) the notable increase in the number of pupils in primary schools in spite of a fall in the number of schools ;

(45) the notable development of co-education at the secondary as well as the primary stage ;

(46) the substantial increase in the numerical strength of arts colleges ;

(47) the opening of a Geography department in the I. A. classes of the Ranchi zila school;

(48) the introduction of the system of providing cheap and compulsory lunch for boys at certain zila schools ;

(49) the decision of the University to introduce the vernaculars as the media of instruction and examination in high schools and to add a second paper in the vernaculars for the matriculation examination ;

(50) the publication and active preparation of the Teachers' Handbooks for primary schools ;

(51) the introduction of technical and vocational training in more middle schools ;

(52) the conversion of the Government managed high school at Pusa into an aided high school ;

(53) the participation of the Boy Scouts from the schools of the province in the All-India Jamboree held at Delhi in February, 1937 ;

(54) the issue of orders by Government fixing the minimum number of trained teachers to be paid at the sanctioned rates in the primary schools under each district board ;

(55) the introduction and restoration of the 10 per cent. and 5 per cent. cuts in the salaries of all Government servants and of all employees of the local bodies ;

(56) the restoration of the cuts in the grants to local bodies and to the Board of Secondary Education, the Sanskrit Association and the *Madrasas* Examination Board ;

(57) the increase in the number of candidates to be selected for each lower primary and upper primary scholarship ;

(58) the transfer of the control of the middle English schools in Palamau and Singhbhum to the district boards concerned ;

(59) the re-organization of free and compulsory education in the Jamhore Union Board and the creation of the post of an attendance officer; and

(60) the withdrawal of the control of primary education from certain Union Boards by the Gaya district board.

10. In addition to the prescribed tables, I attach to the review four statements. One shows the percentage of Indian children at school to the total Indian population in each of the districts in the province. Another gives details as to the number of *madrasas*, primary Urdu schools, *tols*, and primary Sanskrit schools. The third gives particulars as to the work of the different Missions ; and the fourth gives particulars as to the expenditure incurred during each of the five years on buildings, furniture and apparatus.

CHAPTER II.

Controlling Agencies.

11. Mr. G. E. Fawcus was Director throughout the quinquennium except for three spells of absence on leave out of India. During his leave on the first two occasions Mr. H. Lambert officiated in the post as he had done previously on several similar occasions. On the last occasion Mr. F. R. Blair was appointed to act as Director from the 20th July, 1936 and was confirmed in the post from the 22nd April 1937. From the latter date Mr. Fawcus retired from the Indian Educational Service after a long and brilliant service of 28 years, for over 18 years of which he held the post of Director of Public Instruction. His term of office will be remembered not only for the many personal qualities, such as an unusual memory, a keen insight and a tireless industry, which he brought uniformly to bear upon his work, but also for the numerous schemes of expansion and improvement in every branch of education which he as the head of the department, had to execute, if not initiate. Prominent among his achievements, however, stand the large number of educational buildings which his enthusiasm and capacity for organisation helped in raising all over Bihar and Orissa. His membership of the selection committees for recruitment to the provincial services under the provincial Government for many years has, perhaps rightly, led to his appointment, on his retirement from the Education Department, as President of the Joint Public Service Commission for Bihar, Orissa and the Central Provinces and Berar for a period of five years.

12. There are two main heads, viz , " Reserved " and " Transferred ", under which the subject of education should be considered from the beginning of 1921 to the end of the quinquennium under review, according as it was controlled by a member of the executive council or by a Minister appointed from among the elected members of the legislature, the third head " Angul " being excluded from the scope of this report on account of the separation of Orissa from the 1st April, 1936. The items included under the head " Education, reserved " are only the Reformatory School at Hazaribagh and the European schools. Under both the " Reserved " and " Transferred " heads the greater part of the expenditure is voted by the legislature, but a small part is not subject to its vote. The figures supplied by the Accountant General, Bihar, for expenditure in 1931-32 and 1936-37, classified under the heads explained above, are as follows:—

	1931-32.		1936-37.	
	Voted.	Non-voted.	Voted.	Non-voted.
	Rs.	Rs.	Rs.	Rs.
Reserved	1,49,637	2,529	1,40,247	2,658
Transferred	71,22,906	2,28,130	66,84,568	1,86,723
Total ...	**72,72,543**	**2,30,659**	**68,24,815**	**1,89,381**

In 1936-37 the expenditure on the reserved side was only 2 per cent. of the expenditure on the transferred side, against the same proportion in 1931-32, but 16 years ago, when for the first time education was placed under the control of a Minister, the proportion was as high as 5 per cent. The percentage of expenditure under the head "Transferred, voted" to the total expenditure on education from provincial revenues in 1936-37 was 95·3 against 93·6 in 1931-32. This shows that the expenditure for which the Minister was responsible to the legislature was slowly increasing from year to year. The total expenditure over which the legislature exercised financial control through its vote, also, increased substantially during the five years, the fall in non-voted expenditure being chiefly due to the steady decline in the numerical strength of the Indian Educational Service, recruitment to which was discontinued from 1921, and the posts in which were one by one abolished as soon as the existing incumbents died or retired. The proportion of expenditure on education to the total expenditure of Government in all departments from provincial revenues in 1936-37 was 17·96 per cent against 17·6 per cent in 1931-32.

13. The expenditure on education in the last year can be classified under certain principal heads, the expenditure under each head being shown as a percentage of the total educational expenditure as follows :—

	For boys' institutions.	For girls' institutions.	For boys' and girls institutions together.
University	14·07	..	..
Secondary	8·73	1·84	..
Primary	33·66	·35	..
Special	9·75	·66	..
Direction	..	..	1·43
Inspection	..	..	8·76
Miscellaneous	..	..	20·75

As mentioned in the last quinquennial review, the grants to local bodies for primary education, although used partly for girls' schools and partly for boys' middle schools also, are shown under the head "boys' primary schools", because the greater part of the expenditure is incurred under this head.

14. The following table shows for each of the five years the grants given by Government to the local bodies and the expenditure of local bodies from their own funds :—

Year.	Total expenditure by district boards.	Amount of Government grants.	Net expenditure from district funds.	Total expenditure by municipalities.	Amount of Government grants.	Net expenditure from municipal funds.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33 ...	38,43,538	23,95,333	14,48,205	3,92,719	1,43,946	2,48,773
1933-34 ..	38,90,852	25,48,024	13,42,828	3,92,040	1,59,873	2,32,167
1934-35 ...	40,27,502	25,48,691	14,78,811	4,17,831	1,66,130	2,51,701
1935-36 ...	41,42,410	26,60,914	14,81,496	4,79,873	1,64,820	3,15,053
1936-37 ...	44,41,709	26,41,095	18,00,614	4,80,696	1,93,618	2,87,078

It will be seen that the Government grants to district boards and municipalities have gone on increasing every year except in the last year for district boards and in the last year but one for municipalities. The total expenditure by the local bodies (including expenditure out of Government grants) as well as the net expenditure from their own funds on education at the end of the quinquennium show a remarkable rise on such expenditure at the beginning of the quinquennium though some allowance must be made for the addition of unspent non-recurring grants of previous years.

15. The cost of direction (which includes the cost of the Director's office as well as the salaries of the Director and the officers attached to his office) rose from Rs. 1,22,349 in 1931-32 to Rs. 1,54,343 in 1935-36, but fell in 1936-37 to Rs. 1,20,752 The cost of inspection rose from Rs. 6,95,324 in 1931-32 to Rs. 7,19,613 in 1935-36 and to Rs. 7,51,159 in 1936-37. The post of special officer for primary and girls' education remained vacant until the 22nd October, 1933, and again from the 1st April, 1936, to the 30th October, 1936.

16. The proportion of expenditure on direction and inspection together from public funds to the total expenditure on education from the same source was 8·18 per cent. in 1936-37 against 9·2 per cent. in 1931-32. The strength of the inspecting staff at the beginning and at the end of the quinquennium will appear from the list given below :—

	1931-32.	1936-37.
Inspectors	4	4
Inspectress	1	1
District Inspectresses	7	7
District Inspectors (Gazetted) ..	16	16
Deputy Inspectors (non-gazetted) ..	34	34
Sub-inspectors	198	198
Superintendent of Sanskrit and Islamic Studies	2	2
Assistant Superintendent of Sanskrit Studies	1	1
Inspector of Students' residences ..	1	1
Lady Superintendent of Atus	2	2
Inspecting Maulavis	23	23
Inspectors of Schools for the depressed classes	1	3
Auditor of Accounts for the aided colleges and schools. ..		1

17. The revival of the post of special officer for primary and girls education from October, 1936, was necessitated by the developments in

primary education following from the revision of the syllabus of primary and elementary training schools and the desirability of examining the new schemes of expansion and improvement which the department and the local bodies were contemplating. As mentioned in the last quinquennial review, the strain on the Deputy Director is considerably relieved by the presence of an additional officer in the Director's office to deal with two important branches of education, and by actual inspection, to check the work being done in the primary and elementary training schools in pursuance of instructions issued from headquarters, thus also reducing the increasing strain of the inspectors' duties which grow heavier and heavier owing to the steady increase in the number of high schools every year. From October, 1933, until the end of March, 1936, Mr. H. Dippie filled the post of the special officer. During these two and a half years he not only infused a new spirit into the stereotyped system of teaching and inspection of primary schools, but also succeeded, to a considerable extent, in getting the local bodies to accept such technical advice with regard to the organization and administration of primary education as would conduce to its maximum efficiency in the existing circumstances. He also prepared the outlines of handbooks for teachers in primary schools with a view to guide the publishers and authors of these in producing really helpful publications which would enable the teachers in primary schools to understand and introduce the new syllabus without avoidable delay. From April, 1936, Mr. Dippie has been Director of Public Instruction in Orissa, and his post, after being in abeyance for about six months, has been filled by Mr. Bhabanath Mukharji. The five temporary posts of special inspecting officers for the education of depressed classes, which were first sanctioned in the year 1927-28, were made permanent from the 15th November, 1935. Three of these posts continued to be in Bihar, the remaining two having been intended for Orissa. The post of auditor of accounts for the aided colleges and schools in the Patna, Tirhut and Bhagalpur Divisions was made permanent from the 15th June, 1935 The corresponding post in the Orissa and Chota Nagpur divisions was abolished towards the close of the year 1935-36. One auditor has now to cover the whole province of Bihar. In 1934-35 Government decided that the special inspecting officers for Muhammadan education should be selected in such a manner that not more than three of them would be, at any time, officers drawing a substantive pay of less than Rs. 128 a month in the Subordinate Educational Service, and that officers holding these posts, who are drawing a substantive pay of less than Rs. 128 a month, which is the minimum of the new scale of pay for the upper division of the Subordinate Educational Service, should be given special pay to bring their salary up to that figure, until they were promoted to the upper division in the usual course.

18. The increase in the number of high schools, specially in the Patna, Tirhut and Bhagalpur divisions is making it difficult for some of the inspectors to carry out a thorough inspection of each school every year, and it has been decided to allow the inspectors to make a biennial instead of an annual inspection of the really good schools Some relief has been given to the district and deputy inspectors by transferring to the sub-inspectors the direct responsibility for the inspection of upper primary

schools. Some of the inspectors continue to stress the need for deputy inspectors in the sadr subdivisions. From many districts requests for more sub-inspectors have been received, especially in view of the advisability of more closely supervising the work according to the new syllabus in the primary schools. One district inspector, however, observes that the need for extra staff would disappear if a policy of fewer and larger schools were adopted. According to the standard, fixed by Government, of one sub-inspector for 100 managed, aided and stipendiary schools, and one for 200 unaided schools, the total number of sub-inspectors in the last year of the quinquennium was far short of what is required.

19. The number of quarters built or sanctioned for those deputy inspectors and sub-inspectors who are posted at places where suitable rented accommodation is not available, was 44 at the end of the last quinquennium for both Bihar and Orissa ; at the end of the quinquennium under review the number stood at 38 for Bihar alone.

20. The need for increasing the number of inspecting officers for classical institutions has been dealt with in detail in Chapter IX of this report. Want of funds still stands in the way of carrying out the Government's intention to appoint special sub-inspectors for the purpose.

21. Although the relations between the local bodies and the departmental inspecting staff were but rarely strained to such an extent as to call for notice, cases of irregular action by local and union boards were frequent in almost every year of the quinquennium. The most glaring of these was the action of the Madhubani local board in ordering wholesale transfers of teachers numbering about 536 without the concurrence of either its education committee or its departmental educational adviser. The district officer concerned wrote that it was absurd to suggest that so many transfers made during a year were in the interests of the schools themselves. To prevent a recurrence of such an incident Government at first decided that the payment of the recurring grant for primary education for the year 1936-37 to the district board of Darbhanga should depend upon the withdrawal of the powers in respect of education which it had delegated to the Madhubani local board. The actual orders were ultimately withdrawn on representation by the board which promised not to allow a repetition of such an irregularity. In many cases the education committees and the educational advisers of local bodies were never consulted in the matter of appointment, leave or transfer of teachers. The union boards or union committees, of course, have neither education committees nor educational advisers, and several cases were reported of such boards or committees reducing the pay of teachers in their employ below the minimum fixed by Government, withholding their pay for an indefinite period, or removing them without notice. Complaints were received from some district inspectors of untrained teachers being appointed or given stipends when trained teachers were available without reference to those officers, in contravention of the statutory rules. Most of these irregularities were perpetrated not by district boards but by local boards and union boards or rather by their chairmen and vice-chairmen. One should

have thought, also, that district boards would interfere with irresponsible or erring local and union boards, but they have rarely done so. Only once, in 1935-36, the Gaya district board withdrew the control of education from four union boards subordinate to it. One inspector of schools has suggested that a simpler and more expeditious procedure than the one now in vogue should be prescribed for deciding urgent cases of disagreement between the departmental inspecting staff and the local bodies, and has mentioned the District Magistrate as a suitable appellate authority. One great difficulty, no doubt, is the dual control now exercised over the subordinate inspecting staff by both the department and the local bodies and the absence of such constructive co-operation from the sub-inspectors of schools as would follow from the local bodies completely controlling them and regarding them as their own executive officers in the sphere of primary education. In the last year of the quinquennium the Siwan and Gopalganj local boards were reported by the district inspector of schools of Saran as having instigated their teachers to rebel against the local inspecting staff.

22. All the inspectors report that executive officers of all grades continued to take very keen interest in educational matters and to give necessary and sympathetic support whenever this was sought.

23. A summary of the educational work being done by the various Missions in the province is given in Appendix III. The total number of institutions for males maintained by Missions in Bihar was 753 in 1936-37 against 807 in 1931-32. In spite of a fall in the number of institutions by 54, the number of pupils in them rose during the quinquennium from 32,507 to 33,784. The expenditure from Mission funds on institutions for males fell in the five years from Rs. 1,88,381 to Rs. 1,83,092 and that from public funds on such institutions fell from Rs. 2,03,904 to Rs. 2,00,242. The number of institutions for females maintained by Missions rose during the quinquennium from 93 to 104, and the number of their pupils from 7,514 to 9,916. The expenditure on these institutions from public funds rose in the five years from Rs. 88,471 to Rs. 1,17,670, and that from Mission funds from Rs. 1,24,368 to Rs. 1,38,620. It is possible from the foregoing figures, given separately for males and females, to gauge with some exactitude the rate of progress of Mission work in either branch of education. It is gratifying that in the sphere of female education the progress has been so striking, while in the sphere of education for males the number of pupils shows an increase. It may be noted that among all the Missions the Society of Jesus is responsible for the education of the largest number of pupils, male and female, and the Dublin University Mission is the only one which maintains a college. Next to the Society of Jesus the largest number of pupils are in charge of the S. P. G., in both boys' and girls' schools. As was mentioned in the last quinquennial review, the work done by the Missions for the education as well as general amelioration of the aborigines and the depressed classes in the province is deserving of praise. One noticeable feature of their work is that it is by no means confined to urban centres, but is mostly carried on in outlying places which are sometimes difficult of access and do not abound in educational facilities provided by the department or by local bodies.

CHAPTER III.

The Educational Staff.

24. The strength and pay of the different educational services on the 31st March 1937, are given below inthe same form as in the last quinquennial review :—

	Number of officers.				Remarks.
	Europeans or Anglo-Indians.	Indians.	Total.	Average pay.	
1	2	3	4	5	6
Indian Educational Service.	5	6	11	1,788	Includes the post of Director.
Bihar Educational Service.	1	139	140	469·6	
Subordinate Educational Service.	2	547	549	113·04	
Vernacular teachers' service, ministerial service and ungraded posts.	2	577	579	65·6	

25. The total number of posts in the Indian Educational Service in Bihar and Orissa on the 1st of April, 1932, was 24, including the post of Director, there being no post for women left at the close of the last quinquennium. The posts of the following officers have since been abolished from the cadre :—(1) Inspector of Schools, Tirhut division, (2) Inspector of Schools, Bhagalpur division, (3) Inspector of Schools, Orissa division, (4) Principal, Cuttack Training College, (5) Professor of Physics, the Ravenshaw College, (6) Professor of Physics, the Science College, (7) Professor of English, Patna College, (8) Professor of History, the Greer Bhumihar Brahman College, (9) Professor of Economics, Patna College and (10) Professor of Chemistry, the Ravenshaw College. The first nine posts have been replaced by posts in class I of the Bihar and Orissa Educational Service. The post, mentioned tenth in the list, was abolished with effect from August, 1936. Notwithstanding the formation of the new province of Orissa on the 1st April, 1936, the cadre of the Indian Educational Service remained joint for Bihar as well as Orissa, the joint constitution being duly sanctioned by the Secretary of State for India in Council, the cost to be allocated between the two provinces by mutual consent according

to the distribution of posts. The total number of posts in the Service in Bihar and Orissa on the 31st of March, 1937, was 15, including the post of Director in each province. Six of the officers were Europeans and eight Indians, and one post was vacant, the actual number of officers serving in the two provinces being therefore fourteen. Of these fourteen officers the last one will retire in 1948, and the last European in 1944. The Indian Educational Service will then have finished its distinguished career extending over 35 years so far as the provinces of Bihar and Orissa are concerned. The number of officers serving in Bihar alone is now 11, of whom the last one will retire in 1946.

26. The total number of posts in class I of the Bihar and Orissa Educational Service (excluding the post of Director which is outside the cadre) on the 1st April, 1932, was 42 for men and 4 for women, the strength of the cadre remaining unaltered since the creation of the service on the 1st April, 1930. The number was reduced from 46 to 45 in 1932-33 owing to the transfer of the professorship of history at the Ravenshaw College from class I to class II. The total number of posts in class I of the Bihar (and not Orissa) Educational Service on the 31st March, 1937, was 35 (including three posts for women), nine posts for men and one post for a woman having been transferred to Orissa on its separation from Bihar on 1st April, 1936. Of these 35 posts, 10 must be kept in abeyance so long as there are 10 officers in the Indian Educational Service, 2 are held by officers recruited on special terms, 17 (including 2 posts for women) have been filled by the appointment of officers to class I, and the others are either being held temporarily by officers in class II or are in abeyance.

27. The pay of class I of the Bihar Educational Service was revised for new entrants with effect from the 1st September, 1932, in the interest of economy. Instead of the original scale of Rs. 360—40-2—600—50-1—1,250, with an efficiency bar at Rs. 600 for the men's branch, a new scale was sanctioned as follows :—Rs. 300—35-2—440—40-1—1,000, with an efficiency bar at Rs. 640. For the women's branch, the old scale of Rs. 325—15—475—25—800, with an efficiency bar at Rs. 475, was replaced by the new scale of Rs. 280—12—400—20—600—25—700, with an efficiency bar at Rs. 400. The rules governing the fixation of the initial pay for those entering the service either as new entrants or by promotion remained unchanged for both the old and new scales.

28. In 1934-35, class II of the Bihar and Orissa Educational Service was renamed class II (senior branch) and class III of the same service was renamed class II (junior branch). The sanctioned number of posts in the women's branch for Bihar (senior and junior branches) on the 31st March 1937, was 7 against 10 for Bihar and Orissa, five years ago. The sanctioned number of posts in the men's branch for Bihar (senior and junior branches) was on the 31st March, 1937, 133 against 168 for Bihar and Orissa on the 31st March, 1932. The appparent reduction in the number of posts is really due to 38 posts for men and 3 posts for women

being transferred to Orissa on its formation into a new province. The additions and abolitions of posts year by year can be summarised as follows :—

Posts added.	Posts abolished.
4 posts at Patna College	2 posts at Patna College.
2 posts at the Greer Bhumihar Brahman College.	1 post at the Science College.
1 post for the assistant head-mastership at the Northbrook School.	1 post at G. B. B. College.
1 post at the Ranchi zila school.	1 post rendered superfluous by the promotion of an officer to class I.
1 post for the assistant head-mastership at a Government high school.	1 post of the head-master, Pusa high school.
9	6

Revised scales of pay were sanctioned for class II of the Bihar and Orissa Educational Service (senior and junior branches) for both men and women in the case of officers entering the service on or after the 1st September, 1932. The new scales are as follows :—

Educatioual Service, Class II, Men.	Educational Service, Class II, Women.
Rs. 200—40-2—400—30—700 (Senior).	Rs- 170—13—430.
Efficiency bar—Rs. 490.	Efficiency bar—Rs. 300.
Rs. 144—7—200 (Junior).	

29. On the 1st April, 1932, the cadre of the Subordinate Educational Service consisted of 684 posts, of which 554 were for Bihar and 130 for Orissa. Of these about 15 per cent. of the total number of posts were earmarked for the upper division in both the teaching and inspecting branches of the service. Bihar and Orissa had a combined list up to the 31st March, 1936, the number of posts in the upper division being 108.

The principal changes in the cadre of the Subordinate Educational Service during the quinquennium are noted below :—

Posts added.		Posts abolished.	
2	posts of sub-inspectors of schools in lieu of ungraded posts.	1	excess post.
2	posts of teachers in lieu of ungraded posts.	1	post at the Patna City school.
3	posts of teachers for strengthening the staffs of Government high schools.	1	post at the Ranchi training school.
1	post of drawing master in the zila school at Hazaribagh.	2	posts at the Jagannathpur middle English school.
2	posts of head teachers of elementary training schools from the Vernacular Teachers' Service to the Subordinate Educational Service.	10	posts of teachers at the Government high school at Pusa.
10		15	

It will be seen that on the 1st April, 1936, there remained in Bihar 557 posts in the Subordinate Educational Service, of which 87 were in the upper division and the rest in the lower division of that service. In 1936-37 two posts of head teachers of elementary training schools were converted from the Vernacular Teachers' Service to the Subordinate Educational Service, while ten posts of assistant masters in the Subordinate Educational Service were abolished on account of the closure of the Government high school at Pusa. On the 31st March, 1937, there were thus in Bihar 549 posts in the Subordinate Educational Service of which 86 posts were in the upper division. This meant a fall in the total number of posts in Bihar during the five years from 554 to 549.

30. The number of ungraded posts retained in lieu of posts in the Subordinate Educational Service was 6 on the 31st March, 1937.

31. On the 1st April, 1932, the total number of ministerial posts was 206, excluding those of six probationers and a typist on Rs. 40—2—60 in the Hazaribagh Reformatory School. Of these 206 posts 162 were for Bihar and 44 for Orissa. On the 31st March, 1937, the total number of permanent posts rose to 163, excluding the posts of eight probationers and a typist in the Hazaribagh Reformatory School. The additional post was in class III of the service. The scheme for raising the pay of the clerks in single-clerk offices, which was sanctioned by Government in 1930, is still awaiting funds.

32. On the 31st March, 1937, the number of posts in the Vernacular Teachers' Service in Bihar was 222 against 269 (excluding 91 posts for Orissa) on the 31st March, 1932, there being a substantial decrease in the strength of the service in the five years, owing mainly to the abolition of 38 posts which were rendered superfluous by the closing of the same

number of elementary training schools in 1933-34. The following are the details of the posts added and abolished during the quinquennium :—

Posts added.	Posts abolished.
1 post at the Northbrook school.	37 posts in elementary training schools.
	1 post at the Hazaribagh zila school.
1 post at the Patna Practising middle English school.	1 post at the Bankipore girls' school.
	1 post at the women's training class, Gaya.
1 post at the practising school of B. N. R. training college.	5 posts at the Jagannathpur middle English school.
	1 post at the Patna High School.
4 posts at the Gaya zila school.	1 post at the Govindpur elementary training school.
	6 posts at the Pusa high school.
	1 post at the elementary training school at Gulzarbagh.
7	54

33. Revised scales of pay were sanctioned by Government for the Subordinate Educational Service and for other posts carrying a pay of more than Rs. 50 a month for all new entrants with effect from the 1st September, 1932. The new scale for the Subordinate Educational Service is as follows :—

Rs. 65—4/2—105 for the lower division, and Rs. 128—12/2—200 for the upper division

34. Graduates, holding the new B. Ed. degree, who are new entrants to Government Service, and holders of the master's degree *plus* the new B. Ed. degree who were appointed to the Subordinate Educational Service after 31st December, 1932, will start with one advance increment and also draw their first increment after one year's service in the scale of Rs. 65—4/2—105.

35. For the Ministerial Service the new scales are as follows :—

	Rs.
Class I	76—4—104.
Class II	55—2—75.
Class III	Fixed pay Rs. 50.

36. The revised scales for the Vernacular Teachers' Service, so far as they are different from the old scales, are as follows :—

Women (trained) Rs. 50—2½—75.

,, (untrained) Rs. 40—1—60.

37. The following posts in the Ministerial Service in the office of the Director of Public Instruction were abolished with effect from the 1st April, 1936, due to the separation of Orissa :—

One assistant on Rs. 150 a month.

One assistant on Rs. 75 a month.

One assistant on Rs. 45 a month.

One typist on Rs. 40—3—70 a month.

38. The following table gives details as to the average pay of teachers in public institutions not managed by Government.

Nature of employment.	In colleges.				In secondary schools				In primary schools.				In special schools.			
	Number of teachers.	Total monthly pay.	Average in 1936-37.	Average in 1931-32.	Number of teachers.	Total monthly pay.	Average in 1936-37.	Average in 1931-32.	Number of teachers.	Total monthly pay.	Average in 1936-37.	Average in 1931-32.	Number of teachers.	Total monthly pay.	Average in 1936-37.	Average in 1931-32.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Rs.				Rs.				Rs.				Rs		
Board schools	...	...	...	...	2,120	62,537	29·5	28·7	7,251	83,872	11·6	11·1	1	20	20	...
Municipal schools ...	...	...	.	..	118	3,740	31·7	28·4	1,126	19,527	17·3	16 9	...	...	...	...
Privately managed colleges and schools.	89	21,963	246·7	259·5	5,007	2,09,847	41·9	38·1	22,111	2,01,624	9·09	9·2	909	36,676	40·3	46·9
Total ..	89	21,963	246·7	259·5	7,245	2,76,124	38·1	35·3	30,488	3,04,423	9·98	9·8	910	36,696	40·3	46·9

It will be seen that there has been a fall of about Rs. 13 in the average monthly pay of a college teacher (not in the service of Government during the five years. This is due to the introduction of a revised lower scale of salaries and to the general pay cut owing to the financial stringency. More strictness was exercised in sanctioning any new posts or filling up vacancies when they arose, and in some cases increments of pay were held over for months on account of shortage of funds. The average monthly pay of teachers in non-government secondary schools will be found to have increased by about Rs. 4. This is the cumulative result of the operation of incremental scales of pay and of regularity in payment of salaries in the case of teachers in aided high schools, for which the Board of Secondary Education has been pressing for many years. The local bodies have also insisted upon more promptness recently in the payment of teachers' salaries in the middle schools under their control. In the case of teachers of primary schools the rise in the average monthly pay is small, being less than Re 1, but it is a sign that local bodies no longer desire to balance their budgets by just reducing the pay of their teachers.

39. The number of teachers earning pension or contributing to the provident fund established in 1924 for the benefit of teachers in aided institutions of all kinds, in Bihar alone, was 8,305 against 6,462, five years ago.

40 In the last quinquennial review mention was made of the disparity between the pay of teachers in privately managed schools and that of teachers in Government schools. This disparity still continues though the revised scales of pay for the Subordinate Educational Service have slightly lowered the average salary of teachers in Government schools. The main grievance of the teacher in a privately managed school, however, is not that he gets about half of the emoluments of his co-worker in a Government school but that he is almost absolutely at the mercy of his committee or of some influential members of it, upon whose favour his prospects are so dependent that his good work for many years may be nullified by a single resolution passed by a meeting of the committee. In order to forestall being disgraced or discharged, he has to divert part of his energy from his work for his pupils to the humouring of the members of his committee, and to canvassing support from the powerful among them whenever appointments, promotions or increments are being considered.

CHAPTER IV.

Patna University.*

41. The number of students under the University has increased and the facilities for instruction have been extended by the admission of colleges in new subjects. The increase in the number of Matriculation students at the annual examination of 1937, necessitated the creation of a separate boys' examination centre at the Patna City School in addition to the existing one at the Patna Collegiate School.

* Contributed by the Registrar,

42. The University continues to hold its federal character with a wider range of influence after the altered constitution of the Senate and the Syndicate, the constitution of a Central Board and a Patna University Debating Society which came into existence as a result of the amendment of the Patna University Act of 1917 by the Bihar and Orissa Act I of 1932. The newly constituted Senate and Syndicate came into office on the expiry of the terms of office of the old Senate and the Syndicate on the 24th November and 15th December, 1932, respectively.

43. The Patna University Regulations, as redrafted by Messrs. Samuel and Fawcus, were duly sanctioned by the Senate and by Government during the quinquennium.

44. The Patna University Act of 1917 and its amending Acts have been extended to the district of Angul.

45. The Patna University Act of 1917, as amended by Act I of 1932, was further amended by Act IX of 1934, the main object of which was to allow temporary vacancies on the Syndicate to be filled by co-option and to prevent a teacher from standing as a candidate for election to the Senate from the constituency of registered graduates.

46. Owing to the terrible earthquake of 1934 the annual Matriculation, I.A., I.Sc., and B. Sc. (Pass and Honours) examinations could not be held in winter but were held in May of that year with the result that no supplementary examinations could be held.

47. His Excellency Sir Hugh Stephenson retired from the Chancellorship on the 6th April, 1932, when His Excellency Sir James Sifton became the Chancellor. His Excellency Mr. J. T. Whitty acted as Chancellor from October 12, 1934 to February 11, 1935 during the absence on leave of His Excellency Sir James Sifton. His Excellency Sir Maurice Hallett has been the Chancellor from the 11th March, 1937, on which date he succeeded Sir James Sifton as Governor. Mr. Justice Macpherson continued as Vice-Chancellor up to the 22nd August, 1933, and was succeeded by Mr. Justice Khwaja Muhammad Noor who, after serving his term of office for three years, made over charge to Mr. Sachchidananda Sinha, Barrister-at-Law, on the 23rd August, 1936.

48. During the period under review the degree of Doctor of Law, *honoris causa*, was conferred upon Sir Ganesh Datta Singh and the degree of Doctor of Philosophy on Mr. Henry Lambert and Mr. Kashi Prashad Jayaswal.

49. Two doctorate examinations were held by the University during the quinquennium, once in 1935 and again in 1936. At the former examination Mr. Ekbal Husain obtained the degree of Doctor of Philosophy on presenting a thesis on "The Early Persian Poets of India" and at the latter Mr. Sudhanshu Bhushan Moitra of the Prince of Wales Medical College obtained the degree of Doctor of Medicine on presenting a thesis on "Some observations on the changes in blood, gastric secretion and cutaneous reaction in hookworm injection". Both the candidates had to undergo oral and practical examinations.

50. The school leaving certificate examination has been discontinued from the year 1935, as it was found to be unpopular.

51. Patna College has been admitted to the B. A. Pass standard in Geography, principal Hindi and principal Urdu ; the Greer Bhumihar Brahman College, Muzaffarpur, to the B. A. Honours standard in English and B. A. Pass standard in principal Hindi, and to the I. A. standard in principal Urdu ; the Ravenshaw College to the I. A. standard in principal Oriya ; the Bihar National College to the B. A. Pass standard in Economics and to the I. A. standard in principal Hindi ; the Patna Training College to the M. Ed. standard ; the Ranchi Zila School to the I. A. standard in Geography.

52. The Training College at Patna trains students now for the two years' M. Ed. degree, and also for a Diploma in Education in each of the primary and secondary branches. The Training College at Cuttack continues to teach for the secondary diploma only. The M. Ed. degree has been instituted on the abolition of the B. Ed. degree which also extended over 2 years.

53. The degree of M.B., B S. of the Patna University has been recognized by the General Medical Council of Great Britain with effect from the 11th May, 1935.

54. The University has drawn up a syllabus in Biology with a view to eliminate the necessity of holding the First M.B., B. S. examination at the Prince of Wales Medical College, which shall at the same time be sufficient for the I. Sc. Course. The syllabus has been approved by the Syndicate and the consequential changes in the Regulations are awaiting the sanction of Government.

55. Steps are being taken to revise the courses in Medicine in accordance with the recommendations of the Medical Council of India adopted in February, 1937.

56. The curriculum of the Matriculation examination has been extended by the inclusion of Manual Training and Drawing in the list of additional subjects.

57. Provision for examinations in, and award of, the degrees of Bachelor and Master of Oriental Learning has been made in the Regulations.

58. The Matriculation Committee, consisting of the representatives of the Board of Secondary Education and of the Syndicate, revised the Matriculation courses of study, assigning a larger place to the study of the mother tongue and recommended the vernacularisation of the medium of instruction and examination. In the proposed rules of the examination, the passing in an additional subject has been made compulsory. The necessary changes in the Regulations made by the Syndicate and Senate to give effect to the revised scheme are awaiting the sanction of Government.

59. The school leaving certificate examination of Nepal and the Cambridge school certificate examination have been recognized as equivalent to the Matriculation examination, and the Cambridge higher school certificate examination as equivalent to the I. Sc. examination of this University, provided that the candidate has offered group IV for the higher certificate examination. The Intermediate examination of the Punjab University has been recognized as equivalent to the Intermediate examination of the Patna University on condition that a student of the Punjab University must pass in each subject which is compulsory in the Patna University. An unqualified recognition has been granted to the degrees of the Lucknow University.

60. Four University Research Scholarships, each of the value of Rs. 75 a month, continue to be given for the encouragement of post-graduate studies. These scholarships were held by students in the Faculties of Arts, Science, Engineering and Medicine. The scholarships are paid from the interest of Government Promissory Notes of the face value of Rs. 1,04,000 set apart for the purpose.

61. The number of approved high schools, which can present candidates at the Matriculation examination, has increased. The figures for the five years 1932—37 are 180, 188, 203, 212 and 229.

62. The number of candidates who have entered for the Matriculation examination (annual and supplementary) has fluctuated. The statement below gives the figures :—

Year.	Annual.		Supplementary.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
1	2	3	4	5
1933	4,068	1,199	946	321
1934	4,307	1,886	..	..
			(No supplementary examination was held in 1934.)	
1935 ..	3,985	2,080	780	486
1936 ..	4,354	2,439	968	595
1937 ..	5,181	2,919	(held after the close of the period under report.)	

63. The number of colleges teaching up to the degree standard in Arts and Science remained stationary at seven. Besides these, there are still two Training Colleges, one teaching up to the M. Ed. standard and the other up to the Diploma in Education standard. There is one Medical College and one Engineering College as before. The number of Intermediate Colleges remains two, excluding the Ranchi Zila School and the Ravenshaw Girls' High School, each of which has intermediate classes attached to it. The figures for students in colleges for the five years under review are 4,612, 4,276, 4,341, 4,726 and 5,267, respectively.

64. Statements are given below showing the number of candidates registered for the several examinations and the number of passes at them :—

Annual.

Name of examination.	1933.		1934.		1935.		1936.		1937.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I. A.	775	292	902	358	703	387	678	379	891	508
I. Sc.	391	148	419	187	881	210	301	137	391	206
B. A.	536	182	607	265	565	272	464	287	457	263
B. Sc.	92	30	86	52	102	52	81	59	98	76
M. A.	93	66	71	59	71	69	77	52	...	...
M. Sc.	13	8	21	17	21	14	18	14	...	...
D. Ed.	77	66	71	49	74	68	63	57	72	62
B. Ed.	5	4	4	4	3	3	...	...	...	...
M. Ed.	..	...	...	.	...	...	8	8	...	...
P. L. (Jan.)	197	59	159	47	...	..	...	...	...	...
Law, Part I (Jan.) ...	...	...	...	...	144	78	112	61	119	83
F. L. (Jan)	152	93	126	59	...	...	...	...	...	...
Law, Part II (Jan.) ...	...	...	...	...	98	60	101	54	79	66
1st M. B., B.S.	34	21	...	...	28	22	38	28	31	24
2nd M.B., B.S.	79	47	68	36	66	36	81	51	86	53
Final M.B., B. S.... ...	62	23	79	40	83	39	77	43	72	43
I. C. E.	24	22	18	14	18	10	28	25	18	12
B. C. E.	26	17	37	31	29	27	14	10	13	11

Supplementary.

Name of examination.	1933.		1934.		1935.		1936.		1937	
	Appeared.	Successful	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I. A.	261	102	...	...	138	74	176	89	...	...
I. Sc.	137	72	...	...	86	47	82	42	...	...
B. A.	166	62	...	...	148	50	111	70	...	...
B. Sc.	39	12	...	...	25	14	15	12	...	...
1st M. B., B. S.	12	12	17	14	13	11	11	11	17	17
2nd M. B., B. S.	36	23	53	31	49	32	35	23	...	...
Final M. B., B S.... ...	63	36	61	26	63	31	57	29	...	...
P. L. (July)	197	126	125	55	...	...	...	...	...	...
Law, Part I (July) ...	...	...	...	...	111	58	121	83	...	...
Final Law (July)	157	99	168	103	...	...	...	...	...	...
Law, Part II	...	..	...	...	121	60	124	71	...	...

NOTE : In the above tables the Law examinations held in January have been shown as "Annual" and those held in July as "Supplementary".

The statement below gives figures for the candidates who have taken advantage of the compartmental system of examination during the period under review :—

Statement of compartmental examination.

Annual.

Name of examination.	1933.		1934.		1935.		1936.		1937.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I. A.	29	28	26	21	22	19	19	13	17	13
I. Sc.	2	2	2	2	10	10	2	1	1	1
B. A.	1	...	1	...	2	1	2	...	3	2
B. Sc.	1	...	...	...	...	...	1	1	...	...

Supplementary.

Name of examination.	1933.		1934.		1935.		1936.		1937.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I. A.	5	5	...	...	2	...	7	5	...	...
I. Sc.	6	4	...	...	10	9	2	1	...	...
B. A.	1	...	...	...	4	1	1	...	...	...
B. Sc.	1	1	...	...	1	...	...	...	...	...
Matriculation	...	...	...	...	260	203	343	267	...	...

65. The University Library has considerably improved during the quinquennium. It now contains 23,000 volumes on Arts and Science subjects. The Bayley Memorial Collection which is open to the public has been accommodated in the University Library. The Library building has been extended by the addition of two wings at a cost of about Rs. 18,000, met from the reserve fund.

66. Government sanctioned a sum of Rs. 500, on account of the travelling allowance of the Vice-Chancellor for the year 1936-37 and have restored the grant of Rs- 1,000, from the year 1937-38, subject to the amount being voted by the Local Legislative Assembly. The following are the grants given in 1936-37 by the Governments of Bihar and of Orissa towards the cost of the establishment :—

	Rs.
Government of Bihar	17,200
Government of Orissa	2,000

The reserve fund stood at Rs. 1,20,800 representing the face value of 3½ per cent Government paper on the 31st March, 1937.

The main sources of income are :—

	Rs.
(a) Government grant (for establishment) from Bihar	17,200
Do. do. do from Orissa	2,000
For Students' Information Bureau	1,400

(b) Income from examination fees, which varies according to the number of candidates appearing at the examinations.

(c) Miscellaneous—such as registration of students, migration to and from the University, registration of graduates, college and school teachers, sale of University publications, and rent of quarters, etc.

The chief endowments to the University are :—

	Amount. Rs.
1. Gait English Gold Medal	2,200
2. Srimati Radhika Sinha Medal	2,200
3. Bakshi Ramyad Sinha Medal	2,200
4. Gidhaur Gold Medal	900
5. Madhava Medal Prize	7,800
6. Shaw Memorial Medal	2,100
7. Rabindra Nath Mukherji Medal	1,500
8. I. N. Chandra Medal	1,000
9. Srimati Ram Kishori Medal	2,100
10. Sifton Hindi Gold Medal	2,000
11. Sifton Urdu Gold Medal	1,700
12. Macpherson Gold Medal	1,100
13. Walford Medal	1,?00
14. Rai Sahib Ramji Das Gupta Medal	1,200
15. Sir Jwala Prashad Medal	1,900
16. Wheeler Gold Medal	1,000
17. Jyotirmoyee Silver Jubilee Commemoration Medal	1,500

	Amount. Rs.
18. Harendranath Manorama Mitra Scholarship	2,700
19. Sir Ganesh Datta Singh Loan Scholarship ...	1,23,800
20. Banaili Economics Readership...	28,400
21. Rai Bahadur Sukhraj Ray Readership	34,500
22 Ramdin Readership	7,300
23. Bayley Memorial Library	1,21,500
24. Banaili Economics Library	3,700

67. The following is the statement of actual income and expenditure during the quinquennium under review :—

Year.	Actual income. Rs. a p.	Actual expenditure. Rs. a. p.
1932-33	4,15,960 1 9	3,17,119 5 10
1933-34	3,67,368 13 5	2,46,598 12 4
1934-35	3,52,417 6 11	2,47,120 2 6
1935-36	3,62,756 15 5	2,60,494 3 11
1936-37	4,03,476 15 8	2,70,019 10 6

68. The Government papers, belonging to all the trust funds of the University, have been vested in the Treasurer of Charitable Endowments, Bihar.

69. Of public benefactions to the University the following deserve special mention :—

(*a*) The Hon'ble Dr. Sir Ganesh Datta Singh has created a trust fund of two lakhs of rupees to be called " the Sir Ganesh Datta Singh Trust Fund ". The fund is administered by the Vice-Chancellor of the Patna University. The main object of the trust is, after meeting certain commitments, to grant loans to students to pursue, in India and abroad, scientific, medical, engineering and legal studies and also studies tending to develop industry and agriculture in the province, preference being given to women and to students from backward communities. The income of the trust may also be utilized for construction of buildings, both medical and educational (including hostels and residential quarters), if

money be available after meeting all liabilities. During the quinquennium five candidates were granted loans for study abroad from the trust fund.

From the corpus of this fund, Government Promissory notes of the face value of Rs 43,000 have been transferred to the Director of Public Instruction, Bihar, for award of scholarships to certain classes of students in colleges.

(*b*) To perpetuate the memory of the late Rai Bahadur Ganga Prashad Singh of Darbhanga, his son, the late Rai Bahadur Bindeshvari Prashad Singh, made a provision in his will for payment of Rs. 2,500 per annum to the Patna University for the purpose of establishing a chair of Hindi to be called "the Rai Bahadur Ganga Prashad Singh Chair of Hindi". The Chancellor accepted the recommendation made by the Syndicate at their meeting held on July 20, 1936, that the Chair of Hindi be established in Patna College.

Other endowments provide for a Srimati Ram Kishori Medal for proficiency in Hindi at the M. A. examination, a Sifton Hindi Gold Medal for proficiency in Hindi at the B. A. examination, a Sifton Urdu Gold Medal for proficiency in Urdu at the B. A. examination, a Macpherson Gold Medal for proficiency in Chemistry at the B. Sc. (Honours) examination, a Stephenson Gold Medal for proficiency in Surgery at the Final M.B., B.S. examination, a Walford Medal for standing highest in the final examination at the first attempt for the bachelor's degree in Engineering, a Rai Sahib Ramji Das Gupta Medal for standing highest in Structural Design at the B. C. E examination at the first attempt, a Sir Jwala Prashad Medal for the most distinguished graduate in law and a Jyotirmoyee Silver Jubilee Commemoration Medal for the best candidate in Hygiene (Honours) in Part I of the Final M.B., B.S. examination.

70. During the quinquennium Mr. Sachchidananda Sinha, Barrister-at-law, Vice-Chancellor of the University, was elected to the Local Legislative Assembly.

71. The annual University contribution to the Inter-University Board, India, has been reduced from Rs. 1,000 to Rs. 750. This is being paid regularly every year. The annual contribution to the Universities Bureau of the British Empire continues to be £50.

72. The number of enquiries dealt with by the University Students Information Bureau was 35, 93, 77, 134 and 134 respectively in each of the last five years. The Bureau is financed by Government who now contribute Rs. 1,400 annually for its maintenance.

73. The examination results for each year, given above, relate to the calendar year and to all the candidates who appeared at the examinations in that year. The departmental figures are prepared by the financial year and exclude, at the Matriculation stage, schools in the Orissa States and the candidates therefrom. Calculated in this way the totals are as follows :—

Serial number.	Name of examination.	1932-33. Month and year in which held.	Number of candidates. Sent up.	Passed.	Percentage of successful candidates.	1933-34. Month and year in which held.	Number of candidates. Sent up.	Passed.	Percentage of successful candidates.
1	2	3	4	5	6	7	8	9	10
1	Matriculation ...	June 1932 ...	909	254	27·9	June 1933 ...	823	270	32·8
		February 1933	3,594	974	27·1	...	...	...	...
2	S. L. C.	Ditto ...	69	26	37·7	...	...	...	..
3	I. A.	June 1932 ...	158	67	42·4	June 1933	231	86	37·2
		February 1933	750	267	35·6	...	...	...	.
4	B. A. (Pass) ...	June 1932 ...	121	45	37·2	June 1933 ...	160	53	33·1
		February 1933	409	99	24·2	...	...	...	...
5	B. A. (Honours) ...	February 1933	111	38	34·2	...		...	...
6	M. A.	July 1932 .	110	70	63·6	July 1933	105	62	59·
	Ph. D	...	..	...	...	...	...	...	...
7	I. Sc.	June 1932 ...	107	38	35·5	June 1933 ...	120	62	51·7
		February 1933	352	121	34·4	. .	.	..	...
8	B. Sc. (Pass) ..	June 1932 ...	15	7	46.6	June 1933 ...	28	13	42·8
		February 1933	57	15	26·3	...	...	...	...
9	B. Sc (Honours) ...	February 1933	23	8	36·4	...	...	...	...
						..	...	...	...
10	M. Sc.	July 1932 ..	14	10	71·4	July 1933 ...	13	8	61·5
11	Preliminary B. L. ...	June 1932 ...	193	58	30·2	June 1933 ...	189	103	54·5
		January 1933	191	48	25·1	January 1934...	160	42	26 2
12	Final B. L. ...	June 1932 ...	161	37	23·4	June 1933 ...	149	89	59·7
		January 1933	154	84	54·5	January 1934	129	52	40·3
13	M. L.	...	...	...	...	...	...	..	.
14	I. C. E.	March 1933 ...	24	22	91·7	March 1934 ...	18	14	77·7
15	B. C. E.	Ditto ...	26	17	65·4	Do. ...	37	31	83·8
16	1st M. B., B. S. ...	December 1932	36	24	66·6	December 1933	34	21	61·8
		March 1933 ...	12	12	100·	...	...	...	...
17	2nd M. B., B. S. ...	September 1932							
		Part I	19	12	63·2	September 1933	20	14	70·
		II	20	10	50 0	Part I	...	...	...
		March 1933...							
		I	44	25	56·8	II	19	9	47·4
		II	40	22	55·	...	...	...	...
18	Final M. B., B. S. ...	September 1932							
		Part I	28	14	50·	September 1933	...	...	...
		II	26	7	26·9	I	37	22	59·4
		March 1933...							
		I	36	14	38·9	II	29	14	48·3
		II	31	9	29·	...	...	...	...
	M. D.	...	...	...	...	..	...	...	...
19	M. Ed.	...	...	...	...	...	...	...	...
20	L. T.	...	...	...	...	...	...	...	...
21	Diploma in Education	April 1932 ...	66	56	84·8	March 1934 ...	40	34	85·
		March 1933 ...	49	43	87·7				
22	B. Ed.	April 1932 ...	4	3	75·	March 1934 ...	4	4	100·
		March 1933 ...	6	4	66·6				

1934-35.				1935-36.				1936-37.			
Month and year in which held.	Number of candidates. Sent up.	Passed.	Percentage of successful candidates.	Month and year in which held.	Number of candidates. Sent up.	Passed.	Percentage of successful candidates.	Month and year in which held.	Number of candidates. Sent up.	Passed.	Percentage of successful candidates.
11	12	13	14	15	16	17	18	19	20	21	22
May 1934	3,660	1,538	42·	June 1935	657	402	61·2	June 1936	847	518	61·2
Feb. 1935	3,612	1,744	49·9	Feb. 1936	3,943	2,061	52·3	Feb. 1937	4,804	2,472	51·5
May 1934	62	34	54·8	...	...	...	...	...	...	...	...
May 1934	784	301	38·4	June 1935	126	65	50·8	June 1936	153	71	46·4
Feb. 1935	660	334	50·6	Feb. 1936	593	311	52·4	Feb. 1937	798	412	51·6
May 1934	433	153	35·3	June 1935	131	41	31·3	June 1936	95	57	60·
Feb. 1935	341	146	42·8	Feb. 1936	306	157	51·7	Feb. 1937	290	148	51·
May 1934	122	73	59·8	Feb. 1936	140	83	62·9	Feb. 1937	137	69	50·4
Feb. 1935	129	78	60·5	...	...	...	...	...	...	...	...
July 1934	77	56	72·7	July 1935	68	65	66·3	July 1936	103	50	48·5
...	...	...	...	April 1935	1	1	100·	...	...	...	...
May 1934	368	156	43·6	June 1935	78	41	52·6	June 1936	68	33	48·5
Feb. 1935	324	174	53·7	Feb. 1936	266	113	42·5	Feb. 1937	340	171	50·3
May 1934	53	31	58·5	June 1935	20	11	55·	June 1936	13	10	76·9
Feb. 1935	63	31	49·2	Feb. 1936	54	31	57·4	Feb. 1937	54	48	88·9
May 1934	18	11	61·1	Feb. 1936	16	14	87·5	Feb. 1937	26	18	69·2
Feb. 1935	21	13	61·9	...	...	..	...	...	...	...	...
July 1934	21	17	80·9	July 1935	16	14	87·5	July 1936	22	14	63·6
June 1934	133	42	31·6	June 1935	115	52	45·2	June 1936	124	65	52·4
Jan. 1935	122	64	52·5	Jan. 1936	111	56	50·5	Jan. 1937	111	71	64·
June 1934	150	82	54·7	June 1935	110	51	46·4	June 1936	124	62	50·
Jan. 1935	82	50	60·9	Jan. 1936	86	41	47·6	Jan. 1937	80	60	75·
...	...	...	...	..	..	..	...	...	...	...	...
March 1935	18	10	55·5	Mar. 1936	28	25	89·3	Mar. 1937	18	12	66·7
Ditto ...	29	27	93·1	Do. ...	14	10	71·4	Mar. 1937	13	11	84·6
April 1934	17	14	82·3	Jan. 1936	38	28	73·7	Jan. 1937	31	24	77·4
Jan. 1935	28	22	78·6	Mar. 1936	11	11	100·	Mar. 1937	17	17	100·
Mar. 1935	13	11	84·6	..	..	..	...	...	...	...	...
April 1934				Sept. 1935				Sep. 1936			
I	39	16	41·	I	20	12	60·	Part I	15	11	73·3
II	41	20	48·8	II	29	20	68·9	II	20	12	60·
Sept. 1934											
I	24	18	75·								
II	30	13	43·3	Mar. 1936							
Mar. 1935	32	20	62·5	I	42	27	64·3	Mar. 1937			
I				II	40	24	60·	I	44	28	63·6
II	35	16	45·7					II	43	25	58·1
Apr. 1934				Sept. 1935							
I	41	23	56·	I	25	13	52·	Sep. 1936			
II	44	17	38·6	II	41	18	43·9	I	23	12	52·2
Sept. 1934								II	38	16	42·1
I	25	14	56·								
II	38	12	31·6	March 1936				Mar. 1937			
Mar. 1936				I	32	20	62·5	I	31	19	61·3
I	36	21	58·3	II	50	23	46·	II	43	24	57·1
II	51	18	35·3								
...	...	...	...	...	...	...	...	Sep. 1936	1	1	100·
...	...	...	...	...	...	...	...	April 1936	9	8	88·9
...	...	...	...	...	...	..	...	...	...	...	...
Mar. 1935	47	44	93·6	Mar. 1936	39	34	87·2	Mar. 1937	53	41	77·4
Ditto ...	3	3	100·	...	...	...	...	...	...	...	
Ditto ...	...	...	...	...	...	...	...	...	...	...	

CHAPTER V.

Arts and Science Colleges.

74. Before dealing with the colleges one by one it may be well to mention a few salient facts pertaining to the colleges in general, and indicate the broad lines of progress in this branch of education.

75. The separation of Orissa on the 1st April, 1936, left no college for girls in the province, the only such institution having been the intermediate classes attached to the Ravenshaw girls' school at Cuttack. It is a matter for gratification, however, that the total number of students of colleges in Bihar rose from 3,074 on the 31st March, 1932, to 3,134 on the same date in 1936, and then by a spurt to 3,620 at the end of the quinquennium, the swiftly expanding roll uniformly characterising all the colleges in the last year, although judging by its roll number five years ago, St. Columba's College at Hazaribagh has not yet quite completely recovered its lost ground. Another notable phenomenon observable in most colleges is the steady extension of co-education. The number of lady students reading in colleges for men increased from 4 in 1931-32 to 20 in 1935-36 and to 30 at the end of the quinquennium. Although co-education in the higher stages is making rather rapid progress in this province as in other provinces, there are still reasons to regard it with some misgiving, and in view of the inherent social and educational difficulties in the way of its indefinite extension, the establishment of a separate college for women in Patna may have soon to be considered.

76. The earthquake of the 15th January, 1934, caused more or less damage to all the college buildings in Bihar, but fortunately casualties were rare. Long before the end of the quinquennium all the damaged buildings were thoroughly repaired and, at some places, reconstructed. The rolls of some colleges were also affected by the earthquake, but any temporary decline in their numerical strength has been more than made up for by subsequent additions to their roll numbers. A special allotment of Rs. 10,000 from the Viceroy's Relief Fund was placed at the disposal of the department for relief to students severely affected by the earthquake.

77. The quinquennium saw a substantial amelioration of the pay and prospects of the teaching and clerical staff in aided colleges: a revised, better scale of pay was sanctioned and revised Provident Fund Rules framed for them in 1932-33. The lot of poor, meritorious students has been improved by a number of grants from charitable funds as well as by an annual grant of Rs. 6,000 from Government funds for three years from 1936-37.

78. It was stated in the last quinquennial review that a new system of medical inspection had been introduced in colleges and that at the Ravenshaw College, Cuttack, the system of part-time employment of an assistant surgeon had been replaced by the allotment of a whole-time medical officer (of lower rank) for the institution. This arrangement was extended to the other colleges in every one of which it is reported to be working satisfactorily.

79. The interest taken by the students in the University Training Corps is reported to be poor. Principal Armour complains that " the usefulness of this body is impaired by the fact that attendance at drill interferes with students' athletic activities, that the annual camp is held at a time which is academically unsuitable and that the conditions are rather severe in many ways ". There were at the end of the quinquennium 40 members from Patna College, 12 from the Science College and 55 from the Bihar National College. Among college teachers holding commissioned rank, Patna College had two, the Science College one and the Bihar National College one. The entire expense is met by Government, except for a sum of Rs. 1,500 contributed annually by the University for the general benefit of the members of the corps especially while at camp. It is, no doubt, a handicap to the expansion of the corps that its activities centre in Patna and that the mufassil colleges do not get a chance to join it. In order to make the University Training Corps more popular, Principal Mukharji asks for special consideration to be shown to its members in the matter of recruitment for the services.

80. The direct expenditure on the colleges has risen from Rs. 9,40,520 in 1931-32 to Rs. 10,44,951 in 1935-36 and to Rs. 10,51,347 in 1936-37, the increase in the course of the five years being Rs. 1,10,827 which is less than half of the increase recorded in the last quinquennial review for the preceding five years. Of the increased expenditure Rs. 87,000 roughly came from Government funds and Rs. 30,000 from fees. The cost per student has decreased from Rs. 306 roughly to Rs. 290 per annum. The reason why the increase in expenditure has not been even half as much as in the last quinquennium is undoubtedly the unceasing effort to effect economy in every feasible way by keeping posts vacant or in abeyance as far as was possible without serious loss of efficiency, by very careful scrutiny of new projects and by reduction of salaries and allowances (in addition to the general salary cuts for a certain part of the quinquennium and the gradual disappearance of the Indian Educational Service). Taking only the contributions from Government funds into account, the satisfactory diminution in the annual cost per student is certainly due to the appreciable increase in the income from fees roughly by about 12 per cent, consequent upon the still more marked increase in the number of students, which was approximately by 18 per cent during the five years. The contribution from provincial revenues to the cost of the colleges in 1936-37 was Rs. 7,43,805 against

Rs. 6,56,721 in 1931-32. The fee rates in the colleges during the quinquennium are shown below :—

Name of college.	Fee charged in							
	M.Sc.	M. A.	B. Sc. Hons.	B. Sc. Pass.	B. A. Hons.	B A. Pass.	I. Sc.	I A.
1	2	3	4	5	6	7	8	9
Patna College ...	...	10	...	...	8	7	...	6
Science College ...	11 (*a*)	...	9	8	..	...	7	..
Greer Bhumihar Brahman College.	...	...	...	8	7	7	7	6
Bihar National College ...	.	.	...	7	...	7	6	6
Tej Narayan Jubilee College	...	.	9 (*b*)	8	8	7	7	6
St. Columba's College ...	.	...	...	.	9	7	8	6 (*c*)
Nalanda College ...	...		..	...	...	..	...	5
Diamond Jubilee College		...	...	..	.	...	.	5
Banchi Zila School ..	...	...	...	..	...	...	...	6

(*a*) Mathematics Rs. 10.

(*b*) Mathematics only.

(*c*) Rs. 7 in the case of students taking Chemistry.

It will be seen that the rates have remained unchanged in the five years, and, happily, it has been possible, through drastic economy and owing to the growth in the fee receipts, to avoid the adoption of either of the alternatives suggested in the last quinquennial review, viz., checking the growth of the colleges or raising the fees.

81. No definite pronouncement can yet be made on the success or failure of intermediate colleges in the province during the quinquennium. It would seem that the position, as stated by the writer of the last quinquennial review, remains unchanged, viz., that " these institutions are never likely to be very successful ", but to the reasons enumerated by him for this opinion it may be added that these institutions were never meant to compete with first-grade colleges which, if the recommendations of the Sadler Commission were followed, should concern themselves with preparing students for the degree and post-graduate examinations alone.

82. One Principal deplores that " the intermediate colleges have not come into their own in this province, they lead a struggling existence and there are no signs of growth or development ". He adds that " the retention of the I. A. classes in the degree colleges may be a potent cause of this chronic anaemia ".

83. It was mentioned in the last quinquennial review that towards the end of the quinquennium a permanent board of selection was constituted by Government with a view to giving the University an important part in the selection of candidates for appointments in all Government colleges

under the control of the Ministry of Education. Another board, the constitution of which was sanctioned by Government at the same time, was the Central Board representing the University and all the internal colleges (i.e., those located in Patna) for the more effective control of inter-collegiate teaching and non-collegiate hostels and for promoting discipline and corporate life of the students in general. It was too early, when the last quinquennial review was written, to say whether the innovation would prove really valuable, and perhaps the same observation should be made in this review also. The Central Board has not yet given unmistakable proofs of its being a vital and growing institution which has taken its distinctive place in the social and intellectual life of students of colleges in Patna.

84. Another matter, regarding which a clear verdict based upon experience was reserved for this review, was the success of the change in the regulations restricting the scope of the supplementary examinations. The writer of this review is in a position to say that the change has prevented much waste and deterioration of youthful talent and improved the efficiency of teaching in colleges.

85. There was no political agitation of major importance during the quinquennium, and none, in any case, which had a direct influence over the work of the colleges.

86. The Patna University Act of 1917 was brought up to date and into conformity with present conditions by an Amendment Act in 1932. It is becoming plain now that the more representative character of the Senate and the Syndicate has attracted the generosity of public benefactors (like Sir Ganesh Datta Singh and others) and focussed public attention upon certain much-needed reforms in the courses of study which having passed through the Senate, now await the approval of Government.

87. The Arts and Science Colleges in Bihar may be divided into two broad types:—(1) the degree colleges, (2) the intermediate colleges. Of the first type, the Science and Patna Colleges have post-graduate classes and are directly managed by Government. The Greer Bhumihar Brahman College at Muzaffarpur is directly managed by Government but has no provision for post-graduate teaching. The Bihar National College at Patna, the St. Columba's College at Hazaribagh and the Tej Narayan Jubilee College at Bhagalpur are under private management receiving grants-in-aid from Government and teach up to the B. A. Standard. Of the second type, the Zila School at Ranchi, maintained directly by Government, has the I. A. classes in addition to all the eight classes of a high school. The Diamond Jubilee College at Monghyr and the Nalanda College at Biharsharif have also the I. A. classes in addition to the four upper classes of a high school and are aided by Government.

88 *Patna College.*—The college had 771 students on its rolls at the end of the quinquennium against 711 five years ago, but the range of variations was considerable in the five years, the lowest figure being 656 on the 31st March, 1933. There has been a gradual decrease in the number of Muslim students and a steady increase in the numbers in the post-graduate classes. The number of boarders in the hostels was 314 on the 31st March, 1937, against 362, five years ago.

89. The number of lady students rose steadily from 2 in 1932-33 to 15 in 1936-37, and it is anticipated that this number will reach 25 in the next session. The girls attend lectures in the charge of the professors concerned and have self-contained tutorial groups whenever possible. A suitably furnished, separate common room for them has removed a pressing want.

90. There was no addition to the existing accommodation in the five years under review. The central block was partially dismantled and rebuilt after the earthquake in 1934. Further expansion of the college appears to be impossible, but there is an insistent demand for more places in the hostels every year. The college and hostels have now been connected up with the flush sewerage system. The wooden almirahs in the library have been replaced by steel book-cases, and furniture of a modern type has been supplied to the college on a large scale for various purposes. A psychological laboratory was fitted up in 1935-36, under the ægis of the philosophy department, in which experiments are made with various phenomena connected with the psychology of learning, especially in the field of correlation of studies and measurement of intelligence.

91. The college secured affiliation in the following subjects during the quinquennium : B. A. Geography, 1934 ; I. A. Hindi as a principal subject, 1934; Indian Philosophy as part of the B. A. course, 1934 ; B. A. Hindi and Urdu as principal subjects, 1936. Affiliation was also secured in I. A. Economics, and in B. A. Honours and M. A. Hindi at the end of the quinquennium, and classes in these subjects will be opened in 1937-38. The Principal remarks that "the college has now reached its limits in numbers and accommodation and is rapidly nearing the limit in its courses of study also".

92. The post-earthquake reconstruction has given the college a very fine library with commodious reading rooms. A complete re-cataloguing and card-indexing of the books, which number over 25,000, has been taken in hand.

93. The college has a number of societies and clubs which continue to do useful work, attracting to their meetings some of the most prominent public men and high officials of the province. The Principal comments unfavourably on the discipline of the members of some of the societies.

94. During the quinquennium the college participated freely in Inter University athletics. A rowing club was inaugurated in 1935, and it has now two racing "fours" on the river. Competitions in rowing and swimming are held, and prizes awarded.

95. The intellectual life of the college centres in the four hostels which are rapidly establishing their own traditions. The lack of a common room in the hostels is very keenly felt.

96. The post of the college mechanic has been revived after many years to the great benefit of the Geography and Psychology departments and of the library.

97. Six senior members of the staff went on transfer or retired from service during the quinquennium, viz., Messrs. Whitlock, Khosla, Lambert, Batheja, Harichand and Azimuddin Ahmad. Each of them achieved success and renown as teacher and administrator, and left a gap in the college that can hardly be filled. Mr. Lambert, who retired as Principal in March, 1935, was given the honorary degree of Doctor of Philosophy by Patna University. He was uniformly regarded with esteem and affection by those who came in contact with him.

98. Some useful research work was done in the course of the five years under review by certain members of the staff, especially by Dr. A. P. Banerji Sastri and Babus K. K. Datta and J. N. Sarkar.

99. *Greer Bhumihar Brahman College.*—The number on the rolls increased from 413 in 1932-33 to 452 in 1935-36 and to 489 in 1936-37, which exceeds all previous records. The progress in numbers has not been so well maintained in the higher classes, mainly owing to the absence of Honours teaching in many important subjects. The pressure on the I. Sc. classes still continues. There were two lady students in 1936-37.

100. The heavy damage to the main college and hostel buildings, the staff club and the gymnasium, caused by the terrible earthquake of 1934, were thoroughly repaired by the end of the year 1935-36. The isolation ward of the hostels has now been converted into an assistant professor's quarters. The construction of a new motor-garage was completed in 1936-37, and plans are being prepared for a cycle shed. The present urgent need of the college is the extension of the physics laboratory which is too small to house its growing collection of expensive instruments.

101. Affiliation was extended to the college in B.A. Honours English (1932), B.A. principal Hindi and I.A. principal Urdu (1936), and withdrawn from the college in B.A. Honours Mathematics (1932), B.A. Arabic and I A. Arabic (1934). The University has approved the proposed admission of the college in Elementary Economics and Public Administration from the session 1937-38.

102. Government have sanctioned the post of a store-keeper-compounder for the chemical laboratory.

103. The two hostels provide accommodation for a total number of 229 boarders, but the maximum number during the five years was 136 against 159, the maximum number in the preceding quinquennium. The Principal ascribes this decline to the increase of the charges for seat-rent and electricity, which are beyond the means of the majority of those reading in the college (in his words, "essentially a poor man's college"). The Governing Body recommends a reduction of the charges and the setting up of a *kacha* hostel in the college compound, where poor students can live without paying rent.

104. The Meteorological and Astronomical Observatories are reported to be doing useful work. The psychological laboratory, started

in 1934-35, is an interesting and instructive feature of the college, and is much appreciated by students and visitors. During the quinquennium Government sanctioned the printing of the library catalogue of which the English and History sections have already been printed.

105. The Principal reports that the staff club is a living force in the college, being largely patronised in the evenings, but is too small for its growing activities.

106. With regard to athletics, "the most interesting feature of the year", writes the Principal, "has been the starting of a college scouting organisation consisting of 50 scouts, who are being trained by a regular scout master".

107. Of the ten college societies (of which two, the science society and the photographic society, were started during the quinquennium), the Economics Society held two successful exhibitions and conducted an industrial and occupational survey of Muzaffarpur.

108. The Old Boys' Association organized the College Commemoration Day celebrations in a very appropriate and attractive manner.

109. The college magazine is supplied at a concession rate to the old boys and has a circulation of about 700.

110. The college has been under four Principals during the quinquennium, one of whom Mr. R. P. Khosla, associated with the college either as Principal or as a professor of history for a period of nearly fourteen years, retired at the end of the year 1935, leaving behind him an enviable reputation for scholarship, urbanity and administrative ability.

111 Two members of the staff, viz., Babus J. K. Sarkar and P. C. Datta, obtained the Doctor's degree, the former in Philosophy and the latter in Science, in the course of the five years under review.

112. *Science College.*—The roll of the college at the end of the quinquennium was 387, including eight girl students and 41 post-graduate students (of whom three were reading law also), against 329 students, including one girl student and 24 post-graduate students (of whom six were students of law in addition), five years ago. The increase is chiefly due to the growth in the number of students in the B.Sc. classes (viz, from 86 in 1932 to 113 in 1937) and also in the post-graduate classes. The number of boarders in the three hostels has fallen from 215 to 191 during the five years. The Principal assigns no reason for the fall.

113. The college buildings, which cost more than 19 lakhs and over the design of which much careful thought had been expended, stood up remarkably well to the earthquake of January, 1934. Damage of a serious kind was done only to the western wing of the chemistry block. Repairs were speedily effected and little inconvenience was experienced.

114. The college was inspected on behalf of the University in 1932 by Dr. Gilbert and Mr. H. Lambert who extolled the buildings as the

finest of their kind in India, and again by Dr. T. S. Wheeler and Mr. J. S. Armour in 1935. The University inspectors regretted the absence of a department of Botany and Zoology, the desirability of adding which has been under the consideration of Government for some time.

115. A short course on radiology has been arranged from 1935-36 for the training of sub-assistant surgeons.

116. The college has developed rapidly during the five years in connection with research and study of foreign languages. Regular classes are now held in French and German and arrangements have been completed to start a class in Italian from the next session. The average annual output of original papers and investigations may now be taken as from 10 to 12 in each of the departments of Physics, Chemistry and Mathematics, and the publications, included in the bulletin of the college philosophical society, have been well received outside. The college gave a very good account of itself when the annual session of the Indian Science Congress met, mainly in the buildings of the college, in January, 1933. It gave a valuable impetus and inspiration to the staff and students, and since then many visitors come to see the laboratories.

117. The English staff has been considerably strengthened, and English literature is taught to the third year B.Sc. students to enable them to acquit themselves well in the competitive examinations for the public services. A system of inter-collegiate lectures is in operation between this college and Patna College, to their mutual benefit, in English and Mathematics. A complete record of all the ex-students of the college, who have found employment all over India, has been carefully compiled, and accepted as a model for other colleges.

118. The athletic activities have been maintained on the same level of efficiency as before, and the college has shown good results in inter-collegiate tournaments, especially in hockey and tennis.

119, There was a remarkable increase in the number of books issued to the students, mainly due to improved facilities for borrowing books and to tutorial guidance in their selection. The system of compulsory games and drill was continued on the usual lines. The college still needs a water supply for its grounds.

120, Dr. K. S. Caldwell, who had been Principal of the college since its foundation, retired in February, 1935. The college has lost by his retirement a very distinguished scientist and an able educational organizer.

121. *Bihar National College.*—The number on the rolls fell steadily from 684 to 578 in the first three years of the quinquennium, but shot up from the latter figure to 734 in 1935-36, and again to 907 in the last year of the quinquennium. Of this number, two students came from the depressed classes and were given free places.

122. From July, 1933, the college secured affiliation in B A. Economics, and from July, 1936, in I. A. principal Hindi.

123. A new gas-house and a larger cycle-shed were built in the last year of the quinquennium. Application has been made for connecting up the college and the hostel with the flush sewerage system, which the Principal considers to be a pressing need. The other pressing needs are the provision of a gymnasium and the extension of the arts block. The latter need is accentuated by the greatly increased pressure on accommodation for the I. Sc. classes and the utter inadequacy of the small existing library (with no reading room) for such a large institution.

124. The post of a physical instructor has just been sanctioned, but no appointment has yet been made.

125. The separate girls' section of the first year class, opened in 1932-33, was abolished after a short time.

126. Mr. D. N. Sen, the former Principal, retired in March, 1935, after 44 years of continuous loyal service. He had treated the college as his child and has seen it grow to its present position from very small beginnings, largely as the result of his own efforts. His successor, Mr. L. K. Ghosh, died unexpectedly, after being a few months in his post, and having served the college as a professor and principal for 29 years with rare devotion and efficiency. He also did much useful work for the Patna University for a number of years. He has been succeeded by Mr. Moinul Haq, O.B.E., who too, like his predecessor, has served the college as a professor for many years.

127. *Tej Narayan Jubilee College.*—The number on the rolls rose during the five years from 498 on the 31st March, 1932, to 612 on the same date in 1937, but is still short of the figure (657) recorded on the 31st March, 1927. There were temporary retrogressions in 1933-34 and 1934-35, which are attributed by the Principal to the low percentage of passes in the matriculation examinations of 1933 and 1934. The number of boarders also rose from 169 at the beginning of the quinquennium to 208 at the end, although it had dropped as low as 149 in 1934-35.

128. The college authorities have applied for affiliation in B. A. Honours Economics and B. A. principal Hindi with effect from 1937-38, and hope that the application will be granted. French is taught as an additional subject to the I. Sc. students.

129. Recently, the electric installation in the college has been thoroughly overhauled, the old D. C. fans being replaced by A. C. fans and the wiring being altered to that end. Current being now obtainable from the town supply, the old D. C. plant was sold to provide funds for this overhauling. It has now become possible to get points in every part of the building and compound, the charges for maintenance and for energy being considerably cheaper.

130. The Founders' Day Celebration has been an annual event since February, 1933.

131. A new post of Bursar was created in 1936-37. The existing students' common room has been converted into their reading room,

and this has led to greater use of the library within the college hours and an appreciable increase in the number of books borrowed for home study. It is at the same time proposed to change and improve the common room.

132. There is a "Boys' Mutual Aid Fund" in the college, to which every student subscribes and also a Poor Boys' Fund, in addition to the grants from the University, the department and the funds endowed by Seth R. K. Dalmia and Mrs. Lila Singh.

133. There are enough playgrounds and an adequately furnished gymnasium for drill which continues to be compulsory. Of 305 students, however, examined by the college medical officer in 1936-37, as many as 223 were under-weight. The various college societies did useful work during the quinquennium.

134. The financial position of the college remained unsatisfactory up to 1934-35, after which, owing to larger admissions and stricter economy, the position steadily improved until on the 31st March, 1937, the college had a net closing balance of over Rs. 4,000.

135. Mr. R. K. Khosla continued to be the Principal of the college up to the middle of 1934, when he was succeeded by Dr. Hari Chand, the present Principal. The all-round progress, reported above, during the last five years is undoubtedly due to the initiative and energy of these two veteran educationists.

136. *St. Columba's College* —The number on the rolls fell from 209 on the 31st March, 1932, to 203 on the same date in 1937, with wide fluctuations from year to year, the minimum being 163 in 1933-34. The number of boarders in the college hostel fluctuated between 98 and 41, whereas in the previous quinquennium the maximum was 103 and the minimum 88. The lower figures of the quinquennium under review are attributed by the Principal to the prevailing financial depression.

137. The attendance of students at lectures improved during the five years owing to the regular collection of absence fines. The Principal reports improvement in the supervision and testing of students' work in college and hostel.

138. A second class meteorological observatory under the Government of India was established in the college in 1932-33 with the Principal as Superintendent and a member of the staff as observer.

139. The college celebrated its Founder's Day for the first time in 1933, and in 1934 was celebrated with much *eclat* the twenty-first anniversary of the old Columba's guild, at which the Hon'ble Minister of Education was present.

140. The college was inspected on behalf of the University in 1933 and 1936.

141. Extensive repairs to the science block and other parts of the college buildings were rendered necessary by the earthquake of 1934, for which Government gave a special grant of Rs. 1,560.

142. Mr A. F. Markham has worked as Principal and professor of Philosophy with great credit and devotion to duty for nearly the whole quinquennium.

143. *Ranchi Zila School.*—*(I. A. Classes).*—The number on the rolls in the intermediate classes rose from 78 on the 31st March, 1932 to 103, on the same date in 1937. Of these 103 students, 17 were aboriginals (all Christians) and five girls, four being Christian and one Hindu. Both the intermediate classes were duplicated in 1936-37, the number in each being in excess of 50. The Principal expects larger classes and a continuance of the duplication in the future. The number of boarders was eleven on the 31st March, 1937, against 13 in the previous year.

144. Affiliation in I. A. Geography was obtained and a first year class opened in 1936-37, mainly for the benefit of the aboriginal students. The class was suitably furnished with books, maps, furniture and apparatus at a cost of Rs. 3,000, but some more expenditure would appear to be necessary when there is the second year class also.

145. A separate, furnished common room has been provided for the girl students.

146 From August, 1936, the Intermediate Arts classes and common room were moved from the main building to the Zamindars' hostel where the required accommodation could be spared. This has relieved considerably the congestion in the school section.

147. A member of the staff, Mr. S. C. Chatterji, obtained the degree of Doctor of Science from Calcutta University in March, 1937.

148. The position with regard to the establishment of a degree college at Ranchi remains unchanged, viz., Government adhere to their intention to separate the intermediate classes and let them develop into a degree college, if and when funds are available.

149. *Diamond Jubilee College.*—The number on the rolls (in the college section) rose from 61 on the 31st March, 1932, to 82 on the same date in 1937 after an alarming drop to 49 on the 31st March 1933.

150. The work of repairs to the main buildings of the college and the hostel, which had been severely damaged by the earthquake in 1934, was completed in 1935, the cost being paid entirely by Government. The Principal's quarters, which had collapsed in the earthquake, was reconstructed, the cost again being almost entirely paid by Government. It is gratifying to note that Babu Rajniti Prashad Singh built a block of three rooms and a verandah for the college, entirely at his own expense, and Babu Kedarnath Goenka substantially financed the project of a piped water-supply from the municipal mains to the college.

151. A cycle shed has been built and furniture for the newly built rooms purchased. An approach road is being constructed and the work of fencing the compound has been taken in hand. The Principal presses for the provision of a gymnasium, the want of which is keenly felt. He also earnestly pleads for the affiliation of the college in I. A. principal Hindi, which has been pending for the last 10 years.

152. The income from fees has risen with the increase in the number on the rolls, and the arrears of the *Ulao* endowment being realised with interest, the financial position of the college had definitely improved in the last two years of the quinquennium. The staff have been paid their arrears of salaries and increments, and with the creation of a reserve fund, which the authorities are considering, the college will enter upon a new era of prosperity and expansion.

153. Mr. K. P. Mitra has continued to be the Principal during the five years, and deserves much credit for his loyalty to, and efficient management of the institution.

154. *Nalanda College.*—There is an encouraging rise in the roll number from 51 in 1931-32 to 54 in 1935-36 and to 66 in 1936-37. There is no expansion to report in respect of buildings, equipment or courses of study, and the two needs of the school, mentioned in the last review, viz., a gymnasium and a common room, still await better times for their fulfilment. The Principal complains that "the atmosphere of freedom and the absence of tutorial control, obtaining in the degree colleges, which is a natural consequence of huge classes, militates against the enforcement of a different standard of discipline or conduct in the intermediate colleges with their limited numbers."

155. In view of the increasing roll number and fee income of the college during the quinquennium, it is possible now to take a brighter view of its future than was possible in the last review.

CHAPTER VI.

Professional Colleges.

156. The professional colleges in Bihar comprise the Patna Law College, the Patna Training College, the Prince of Wales Medical College, the Bihar College of Engineering and the Bihar Veterinary College. The Cuttack Training College, included in this list in the last quinquennial review, is now, owing to the separation of Orissa on the 1st April, 1936, to be excluded. The Veterinary College is not affiliated to any university, but the other colleges are all under the academic control of the Patna University. The Agricultural College at Sabour was closed during the year 1923-24 and in this quinquennium the transfer of the Imperial Institute of Agricultural Research (maintained by the Government of India) from Pusa to Delhi deprives the province of even the modicum of agricultural education that was available for a few students at the former place.

157. *The Patna Law College.*—The sharp decline in the numerical strength of the college, which had begun in the preceding quinquennium, continued up to 1933-34, after which a gradual recovery has been in evidence, the total number on the rolls being 305 in 1936-37 against 282 in 1932-33 and 252 in 1933-34. One girl student joined in 1935 but dropped out before completing her course.

158. Consequent upon the fall in the roll, there was a proportionate reduction of the number of the part-time lecturers year after year. In addition to the whole-time Principal and the Vice-Principal, the staff of eleven part-time lecturers, who had continued up to the end of the preceding quinquennium, became less by 2 in 1932-33, less by 3 in 1935-36, less by 4 in 1936-37 and consisted at the end of the quinquennium of seven members on the reduced new scale of pay. The Principal, Mr. S. S. Alam, has managed the institution with tact and efficiency throughout the five years. The Vice-Principal, Mr. S. M. Shareef, retired on the 23rd February, 1937, after a loyal, useful and strenuous service of 13 years and was succeeded by Mr. Bhagwati Kumar Sinha who is also the Superintendent of the college hostel.

159. The earthquake caused such serious damage to the college buildings that the classes had to be held for a whole year in the Patna College, and the hostel within the college compound had to be vacated. The Principal's quarters were also badly damaged and needed considerable repairs before re-occupation

160. It was stated in the last quinquennial review that plans and estimates were being prepared for a complete new set of buildings for the college on a fresh site, which had been chosen near the new hostel at Ranighat (built in 1929-30). These buildings (including the free quarters for the Principal) were completed by the middle of 1936, at a cost of Rs. 79,000, and the college moved into its present new habitation in July, 1936. The hostel, attached to the old college at Chauhatta, was closed at the same time leaving only one hostel for the college at Ranighat.

161. On the recommendation of the University Inspectors, who visited the college in February, 1935, it was decided to raise the annual grant for the library from Rs. 800 to Rs. 1,000 with effect from April, 1937. On the Darbar Day, 1934, the college, for the first time in its history, held sports like the other colleges in Patna, and has since continued the practice.

162. The monthly fee of both the classes was raised from Rs. 8 to Rs. 10 from April, 1932, to cover, as far as possible, the increase in expenditure on the staff.

163. Athletics flourished in all its branches as before, although the college has no playground of its own (except two tennis courts within the college compound), and the college team went as far as Delhi to play matches. The college magazine continued to be published twice a year throughout the quinquennium. The debating society showed commendable activity, one of its members securing the first place and winning the Chancellor's gold medal in the University debating contest of 1936-37.

164 *The Patna Training College.*—Of the two training colleges dealt with in the last quinquennial review, the one at Cuttack is no longer within the scope of this chapter. The one at Patna maintained its diploma class at nearly the same strength as before, but the primary

section of this class was suspended for one year, because many of the candidates trained in this section had not yet succeeded in finding employment. Instead, three refresher courses, each of three months' duration, were held for groups of 12 sub-inspectors each.

165. In the year 1934-35, the University and Government sanctioned the necessary regulations to replace the degree of Bachelor of Education by a new degree of Master of Education. The class for the new degree was opened in 1935-36 with 8 students, of whom 5 were stipendiaries and 3 were non-stipendiaries. All the 8 students passed in the University examination held at the end of the course. In 1936-37 the degree class consisted of 9 students, but it is not yet known how many have passed in the University examination held in April this year. The Principal remarks that there is a decided preference for Masters of Education as compared with Diplomates in Education in the matter of employment of teachers in Government as well as non-Government institutions.

166. A short one month's course for graduate teachers of secondary schools was held for the first time in April, 1934. Twenty-three teachers attended the course in that year, of whom 13 passed the examination held at the end of the course and were awarded the Secondary Teacher's Certificate. The course was repeated in April, 1935, with 26 teachers (of whom 18 were awarded the Secondary Teacher's Certificate), and also in April, 1936, with 28 teachers (of whom 25 obtained the Secondary Teacher's Certificate). It would appear that although the time at the disposal of the staff is too short to let them give their students any detailed instruction, the teachers attending these courses have derived some real benefit from their initial preparation before taking the course (for which they are given nearly one year's notice) as well as from their contact with an up-to-date training college and a well-equipped and efficient demonstration school.

167. A psychological laboratory was founded in 1935-36 with the help of a grant from the Hon'ble Minister of Education. In 1936-37 additional apparatus of the value of Rs. 234 was purchased and valuable work was done in connection with tests and measurements of native intelligence as well as of acquired ability in various subjects of the school curriculum An objective test in arithmetical ability was standardised by Mr. N. C. Chatterji with the help of the Master-of-Education students. The notes on this test have been circulated by the department to all high schools of the province.

168. Another important psychological investigation is being carried out by Mr. Durga Prashad with regard to the applicability of the Punjab standard to the children of this province in the field of the non-verbal Binet tests.

169. The number of candidates appearing at the entrance examination for admission to the diploma class was well over 200 every year, the number in 1936-37 being 252 against 265 in 1932-33. Mr. F. R. Blair, as the Principal of the college in 1935-36, reported that since a competitive

examination for admission was first held in the session 1931-32, the level of the work done in the college had definitely improved. Mr. Spiller, the present Principal, observed in the last annual report as follows :—

> " Every year the results are a saddening revelation of poor information, limited horizon, and refusal to be intelligent. Handwriting is generally execrable. The quality of those coming forward to train as teachers is poor. The truth is, few are in earnest and most are only marking time..... An early and convinced vocation to teaching is a rare thing."

170. In the last year of the quinquennium the teaching staff was considerably changed. Mr. F. R. Blair, the permanent Principal, was appointed to act as Director of Public Instruction from July, 1936, and Mr. S. L. Das Varma, the Senior Professor on the staff, was transferred to Ranchi as Headmaster of the Ranchi zila school. Mr. Blair was succeeded by Mr. T. R. Spiller, and Mr. Das Varma by Mr. H. Chakravarti from July to October and Maulavi Saiyid Muhammad Ahmad from December, 1936.

171. Although the excursion grants for the college have been discontnued, the students of both sections of the diploma class went on educational tours, the primary section visiting the Community school at Moga in the Punjab and the *Gurukul* at Hardwar.

172. The examination results of the college during the quinquennium have been unusually satisfactory, the percentage of passes being in the neighbourhood of 90 every year.

173. The insufficiency of accommodation in the hostel is as acute as ever, there being only 40 single-seated rooms while the number of students often exceeds 50.

174. The Principal reports certain new and interesting developments in the art work done in the college last year, black-board writing and crayon-drawing being compulsory for every student throughout the quinquennium.

175. It is gratifying to note that school authorities all over the province are availing themselves more and more freely of the services of the college when new appointments have to be made.

176. The earthquake of January, 1934, fortunately did little damage to the college and its attached schools, the work of these institutions suffering no interruption as the result of the earthquake.

177. Political agitation did not touch the college or its attached institutions in any way during the five years.

178. The direct expenditure on the college was Rs. 48,001 in 1936-37 against Rs. 50,844 in 1935-36, and Rs. 46,441 in 1931-32. Tuition and accommodation in the hostel are free in addition to which 15 stipends of the value of Rs. 20 for students of the diploma class and 5 stipends (one of Rs. 25 and four of Rs. 20) for the Master of Education class are awarded. Text-books are lent to most of the remaining students, the cost being met from a special grant sanctioned for the purpose, each student receiving books limited in value to Rs. 50.

179. The Principal mentions that the two great problems now before the college are "the change-over to the vernacular as the medium of instruction in the high school and the possibility of imparting a greater vocational bias to education".

180. *The Bihar Veterinary College.**—During the years under report the Bihar Veterinary College made satisfactory progress and showed good results. The admission was on the up-grade. 124 students were admitted in the college, viz., 10, 24, 25, 36 and 29 (including 6, 15, 9, 7 and 18 students from Bihar) in the years 1932-33, 1933-34, 1934-35, 1935-36 and 1936-37 respectively. The total number of students in the college at the close of the years above mentioned was 44, 44, 47, 64 and 73.

181. Seventy-nine students in all the five years appeared for the Diploma examination and 55 of them passed,—the percentage of passes being 83, 56·2, 76·9, 69·2 and 63·1 in the chronological order.

182. The post-graduate class was held for 6 months in the years 1932-33 and 1933-34, but was temporarily suspended in 1934-35 and again opened in the following year with a shorter course for 3 months. The total number of students, who attended the class, was 28, inclusive of five from outside this province.

183. The students took keen interest in outdoor games and won the Pal Cup, defeating the cricket teams of the local colleges. Visits were paid to, and returned by, the Bengal Veterinary College, Belgachia, during the cricket season.

184. The Research Laboratory worked on the histopathology of Kumri and other selected diseases. A new species of Heamaproteus, causing a fatal disease in the Indian peacock, was discovered. Goat virus inoculation against Rinderpest was carried on successfully on the Government Cattle Farm animals. Experiments were also carried out to increase the milk yield of dairy cows and a paper entitled "Mineral requirements in relation to Milk yield in dairy cows" was presented for publication. Two papers on "The effect of trypan blue on goat blood virus" and "Experiments in Rinderpest Immunisation" were also presented.

185. *The Bihar College of Engineering.*†—The courses of study for the subordinate Civil Engineering classes were thoroughly revised in 1932-33, the important changes being the introduction of water-supply and sanitary engineering and more insistence on steady and consistent sessional work.

186. There was a gradual fall in the number of applicants for admission to the degree class due to industrial depression and want of guaranteed posts for the Civil Engineering graduates in Bihar. The degree-holders have, however, been declared to be entitled to sit at the competitive examination for recruitment to the Indian Civil Service of Engineers and the Superior Telegraph Engineering and Wireless Branches of the Indian Posts and Telegraphs Department. The degree has also been recognized by the City and Guilds of London Institute, which entitles the graduates of the college desirous of obtaining technological certificates of the Institute in

* Contributed by the Director of Veterinary Services, Bihar.

†Contributed by the Director of Industries, Bihar.

certain engineering subjects to appear in the final paper only. It is hoped that with the opening out of a wider field for employment, the course will gain in popularity. But the province stands in greater need of graduates in mechanical and electrical engineering, and arrangements will have to be made to produce them in due course.

187. The number of applications for admission to the Subordinate Civil Engineering and the Industrial Diploma classes was much in excess of the seats at the college.

188. Arrangements have been made in the laboratory for testing road metals. A small electric shop and an electroplating shop have also been added to the existing workshop.

189. *The Prince of Wales Medical College.**—The college completed its 12th session with the close of the college year in April, 1937.

190. The following important changes have taken place in the staff during the last 5 years :—

(1) Lieutenant-Colonel D. Coutts, I.M.S., Principal and Professor of Obstetrics and Gynæcology, went on leave preparatory to retirement from 16th July, 1934, and during the period of his leave Lieutenant-Colonel A. N. Bose, I M.S., officiated as Principal in addition to holding his own appointment as Professor of Pathology, and Rai Sahib Dr. A. N. Sarkar, Lecturer in Obstetrics and Gynæcology acted as Professor in these subjects.

On Colonel Coutts' retirement Lieutenant-Colonel Mahony, B.Sc., (Hons)., M.D., M.Ch., B.A.O., F.R.C.S.E , F.C.O.G (Lond.), I.M.S., was appointed Principal and Professor of Obstetrics and Gynæcology with effect from the 9th October, 1935.

(2) Lieutenant-Colonel H. J. Alexander, I.M.S., Professor of Surgery, was granted leave for twenty-eight months and Major D. P. Bhargava, M.B., B.S., (Alld.), F.R.C.S. (Eng. and Edin.), D.O.M.S., I.M.S., was appointed in his place and joined on the 16th June, 1936.

(3) Mr. H. Hyder Ali Khan, M.R.C.S. (Eng.), F.R.C.S. (Edin.), who was the first Professor of Anatomy, resigned his post from the 16th July, 1935. Rai Sahib Dr. Sanatan Pujari, the Lecturer in that subject, was appointed to officiate as Professor and was later confirmed in this appointment.

(4) Dr. M. Husnain, M.B (Cal.), F.R.C.S. (Edin.), D L.O., D.O.M.S. (Lond.), was appointed to the newly created chair of Ophthalmology and Oto-Rhino-Laryngology from the 16th April, 1935.

(5) In February, 1937, Dr. P. C. Roy was appointed to the post of Professor of Pharmacology in which he had been officiating for a term of 2 years, which was extended from time to time. The last extension expires in December, 1937.

*Contributed by the Inspector-General of Civil Hospitals, Bihar.

(6) On the expiry of the period of his contract, Dr. R. K. Pal, M.Sc., M.B. (Cal.), D.Sc., M.R.C.P., F.R.S.E., Professor of Physiology, was replaced by Dr. B. Narayana, M.Sc. (Cal.), Ph.D., F.R.S.E., from the 29th July, 1935.

(7) Dr. K. N. Bagchi, the first Lecturer in Organic Chemistry, was appointed by the Government of Bengal to the post of Chemical Examiner to the Government, and Dr. T. N. Seth, M.Sc. (Punjab), Ph. D. (Cantab.), Lecturer in Bio-Chemistry, was appointed as Lecturer in Chemistry as well ; both the departments are now under this officer.

(8) Mr. S. S. Chaudhury, M.A., B.Sc. (Alld.), M.Sc. (Luck.), Professor of Biology, and Mr. M. N. Rudra, M.Sc. (now junior lecturer), Demonstrator in Organic Chemistry, who had been appointed on a contract basis, were made permanent in their respective appointments.

191. The post of Superintendent of the Prince of Wales Medical College Hospital was held as an additional charge by the Principal until the 14th November, 1933, when it was decided that it should be made a separate appointment. Lieutenant-Colonel H. G. Alexander, I.M.S., Professor of Surgery, held charge of this appointment up to the 31st October, 1935. Major J. M. Pereira, I.M.D. (retired), was appointed as Superintendent from the 1st November 1935.

192. As reported in the last quinquennial review, there is a Governing Body, with the Commissioner of the Division as its President and the Principal of the Prince of Wales Medical College as its Vice-President, to advise the Principal of the college in matters of importance. There is also a sub-committee (of non-official members) of this body, with the Principal as its President, to select candidates for admission to the college, subject to confirmation by the Governing Body.

193. There is also a college council consisting of the Professors and Lecturers of the college, which meets as often as is necessary, to discuss important matters concerning improvement of the college.

194. The College admits 40 students to the 1st year class every year. In special circumstances such as in the case of women students this limit is relaxed. In the year 1936-37 two women students, in addition to 40 male students, were admitted. There is a fixed quota for admission from each community, and efforts are made as far as practicable to admit students from the various communities with special regard to the representation of different districts. Since the separation of Orissa in 1936, the power of selection of Oriya candidates, four every year, has been vested in the Orissa Government on the recommendation of the Director of Health and Prison Services of that province. A large number of qualified candidates have to be rejected every year owing to want of accommodation which cannot be increased at present.

195. The results of the University examinations have been quite good, and during the last few years the percentage of passes has greatly increased.

196. At present there is accommodation for 140 students in the hostel attached to the college, whereas the number of students on the roll for the last five years has averaged 267·6 per year. Those students, who cannot obtain accommodation in the college hostel, may apply for admission to hostels under the Students' Residence Committee, but owing to the limitation of accommodation in these hostels also, there are many students who are obliged to live in unsupervised lodgings. This, besides being expensive and inconvenient, is open to the risk of discipline becoming slack. The necessity of increasing the hostel accommodation for students within the college grounds is recognised by the authorities and the building of a new hostel is under consideration.

197. A committee, composed of Sir Kedar Nath Das, Dr. Tirodkar and Mr. Farquhar Macrae, sent by the Medical Council for India, visited the college and reported favourably on the medical curriculum and the standard of examinations. The M. B, B. S. degree of Patna University has been recognised by the General Medical Council of Great Britain with effect from May 11, 1935.

198. The General Medical Council of Great Britain, as the result of a conference of experts, have made a number of important changes in medical education.

199. The Medical Council for India, in accordance with these changes, have made a number of recommendations which will necessitate alterations in the existing medical curriculum of this college. A committee of the Medical Faculty of Patna University is at present engaged in drawing up a new curriculum for the Prince of Wales Medical College in compliance with these suggestions.

200. Discipline on the whole has been satisfactory and efforts are being made to cultivate a sense of responsibility and self-reliance among the students.

201. In this connection the various college clubs and societies have been placed under the jurisdiction of a Students' Representative Council, elected each year by the students themselves composed of the secretary, of each society and a member from each of the six medical year students. The Principal of the college acts as President of this Council and is assisted by a Vice-President chosen from the medical staff. They act in an advisory capacity when required to do so.

CHAPTER VII.

Secondary Education.

202. The system of secondary education in the province needs some prefatory explanation, as it is not represented by a single well-marked type of school providing instruction from one clearly defined stage to another. It embraces high schools, middle English schools and middle Vernacular schools, the difference between the last two being that English is taught in the one and not taught in the other. In addition, it also includes such European schools as impart secondary education. A high school generally comprises eight classes from class IV to class XI, of which the two classes at the bottom correspond to the two highest classes of the upper primary school

except for the teaching of English, and the two classes immediately above (VI and VII) are the two highest classes of a middle English school. The distinctively high school classes are only the four upper classes from class VIII to class XI, and the distinctively middle school classes are only the next two classes, viz., classes VI and VII, with or without English teaching, according as a school is a middle English or a middle Vernacular school. The typical high school thus provides instruction in all the stages except the lower primary.

203. The problem of the expansion and improvement of the high school, although it is treated here separately for certain purposes from that of the expansion and improvement of the middle school, should thus, strictly speaking, be regarded as inclusive of the latter. No doubt, the middle school has a special place in the educational system as a smaller and cheaper, self-contained type of institution more suited to the rural areas than the high school. But so far as the public examination at the end of the middle school course is considered as a half-way house leading to the high school, the middle (English) school must be looked upon as merely the junior section of a full-fledged high school. It is noticeable in this connection that the authorities of most middle English schools are anxious to open classes which will ultimately transform their schools into high schools, sometimes even when local conditions are extremely unfavourable. In the last quinquennial review not less than sixteen such middle English schools were mentioned in one division alone, but their number has since been decreasing year after year. It should also not be forgotten that one of the reasons why the middle vernacular school has for sometime past been losing its hold on the sympathy and support of the public, as its dwindling numbers during the last two quinquennia show, is that it is a really self-contained type of school, and, only in rare cases and with considerable loss of time, can it be made a stepping-stone to education in a high school.

204. The total number of secondary schools of all classes in Bihar for Indian as well as European boys and girls rose from 796 in 1931-32 to 949 in 1935-36 and to 984 in 1936-37. The number on their rolls rose from 117,120 at the beginning of the quinquennium to 150,909 in 1935-36 and to 161,449 at the end The direct expenditure in five years rose from Rs. 36,26,025 in 1931-32 to Rs. 42,76,175 in 1935-36 and to Rs. 45,39,862 in 1936-37. The expenditure in 1936-37 from public funds, fees, and other sources was in the proportion of 16, 23·5 and 6 against 13·25, 18·5 and 4·5 respectively five years ago. While in 1931-32 the fee receipts represented about 51 per cent of the total expenditure, they now represent about 55 per cent.

205. The following table gives the necessary statistics for high, middle English and middle vernacular schools for Indian boys at the beginning and at the end of the quinquennium :—

	1931-32.	1936-37.
High Schools.		
Number of schools	147	196
Number of pupils	42,843	57,043
	Rs.	Rs.
Direct expenditure	19,28,832	23,78,765
Average cost per school	13,121	12,182

	1931-32.	1936-37.
MIDDLE ENGLISH SCHOOLS.		
Number of schools	497	687
Number of pupils	55,628	83,009
	Rs.	Rs.
Direct expenditure	11,51,661	15,15,097
Average cost per school	2,317	2,878
MIDDLE VERNACULAR SCHOOL.		
Number of schools	119	103
Number of pupils	12,693	12,619
	Rs.	Rs.
Direct expenditure	2,14,610	1,78,533
Average cost per school	1,803	1,733

206. So far as secondary education for Indian boys is concerned, the quinquennium saw a remarkable increase in the number of all types of secondary schools taken together as well as in that of high schools alone. The same notable increase is observed in respect of the number of pupils also. The rate of progress in both cases exceeds the rate recorded for all previous quinquennia since the creation of the province of Bihar and Orissa. This will appear from the following figures which are for Bihar alone :—

——	1911-12.	1916-17.	1921-22.	1926-27.	1931-32.	1936-37.
1	3	3	4	5	6	7
HIGH SCHOOLS.						
Number of schools ...	79	85	102	117	147	196
Number of pupils ...	21,271	30,057	21,546	34,108	42,843	57,043
MIDDLE ENGLISH SCHOOLS.						
Number of schools ...	144	165	197	246	497	687
Number of pupils ...	12,875	17,837	15,063	28,310	55,628	83,009
MIDDLE VERNACULAR SCHOOLS.						
Number of schools ...	100	104	136	232	119	103
Number of pupils ...	7,578	10,125	10,219	24,412	12,693	12,619
Total number of schools ...	323	354	435	595	763	936
Increase on last quinquennium	...	31	81	160	168	173
Total number of pupils ...	41,724	58,019	46,828	86,830	111,164	152,671
Increase or decrease on last quenquennium.	...	16,295	—11,191	40,002	24,334	41,507

207. A study of these figures leaves no room for doubt that the number of high schools and of their pupils is increasing rapidly perhaps too rapidly in the opinion of many people who wish to see an increase in the number of vocational institutions instead of in that of ordinary literary high schools. It will be seen that during the five years high schools increased at the rate of ten a year and their pupils at the rate of 2,840 a year. During the preceding quinquennia the rates of increase of high schools and of their pupils were six schools and 1,750 pupils a year in 1931-32, three schools and 2,510 pupils a year in 1926-27, one school and 1,750 pupils a year in 1917-18, but in the quinquennium ending with 1921-22, although the number of high schools increased at the rate of three schools a year, the number of pupils decreased at the rate of 1,700 pupils a year. The rates of increase of all the three types of schools taken together and of their pupils during the preceding quinquennium were 35 schools and 8,301 pupils a year in 1936-37, 34 schools and 4,867 pupils a year in 1931-32, 32 schools and 8,000 pupils a year in 1926-27, 6 schools and 3,259 pupils a year in 1916-17, while in 1921-22, though the number of schools rose by 16, the number of pupils fell by 2,238 a year.

208. It will be seen that the number of middle vernacular schools and of their pupils went on increasing up to 1926-27, but during the quinquennium 1927—32 there was a sharp decline in the number of schools from 232 to 119 and in the number of pupils from 24,412 to 12,693. The decline in the number of schools has continued in the quinquennium under review but the number of pupils has remained almost stationary. It should be noted in this connection that the greatest increase in the number of middle English schools and of their pupils synchronised with the rapid decline in the number of middle vernacular schools and of their pupils noted above, and it is easy to understand how a large proportion of the latter were converted into the former, owing to the two reasons mentioned in the last quinquennial review, viz., that English teaching is desired by nearly every one seeking higher education and that the cost of a middle English school to the local body or committee concerned is less than that of a middle vernacular school.

209. Middle vernacular schools have been aptly described as vernacular continuation schools after the upper primary stage, and may be said from one point of view, to belong, like the lower middle school in the Punjab, to the system of primary (vernacular) education. In any case there can be no doubt that of the two systems of secondary education in existence over the greater part of India, the anglo-vernacular (represented by high and middle English schools) and the vernacular (represented by middle vernacular schools), the latter system is more efficient and better adapted to the practical needs of the pupils. "For a sum commensurate with the income of the parent a boy receives an education covering most of the subjects that he is likely to need on leaving school. The school is in or near the village, the course is designed for village life". But as Mr. Powell-Price has pointed out (in his "Education in India in 1934-35), the anglo-vernacular and the vernacular systems will tend more and more to coincide, as the use of the vernaculars as the media of

instruction in all subjects except English is more and more emphasised, and the time will come when the ordinary secondary curriculum and organisation will coalesce into one.

210. The eleven new high schools recognised in 1936-37 are those at Mairwa in Saran, at Samastipur in Darbhanga, at Sheohar in Muzaffarpur, at Barbigha and Shaikhpura in Monghyr, at Nathnagar and Colgong in Bhagalpur, at Parsoe in Purnea and in the towns of Bhagalpur, Ranchi and Palamau. The addition of so many schools, in spite of the economic depression, is probably due to the fact that many educated men are out of employment and are therefore ready to take up teacherships even on low pay. It may be that a limitation to the number of high and middle English schools would be to the advantage of the country as a whole, for undoubtedly English education tends to draw men away from their village homes in the hope of a more interesting and more remunerative career in a town. On the other hand, the increase in the number of these schools is rendering it possible for every promising student to secure an English education without going far from his home, and it is difficult to see either how recognition can fairly be refused to schools which are conducted efficiently without help from public funds or what course other than to join a high school is open to a boy who does well at a middle English school. There are not many technical schools nor could an unlimited number of pupils from such schools secure profitable employment Of the new high schools that are springing up some are no doubt due to unhealthy rivalry between petty zamindars, rather than to a genuine desire to improve the facilities for education. As the supply of educated men available for teacherships increases, the salaries of teachers will tend to fall still further, and the starting of new schools will therefore be facilitated. From another point of view, the rapid increase in the number of high schools is the inevitable result, as matters now stand, of the increased enrolment in primary and middle schools. The position is that " the present type of high and middle English schools has established itself so strongly that other forms of education are opposed or mistrusted, and there is a marked tendency to regard the passage from the lowest primary classes to the highest classes of a high school as the normal procedure for every pupil. In consequence, large and increasing numbers of pupils prolong unduly a purely literary form of education with the result that not only do they congest the classes of universities and high schools alike, but they themselves become un-fitted for, and indeed averse from, practical occupations and training ". The remedy, stated in broad terms, lies in a reconstruction of the school system in such a way as not only to prepare pupils for professional or University courses but also to enable them at the completion of appropriate stages to be diverted to occupations or to separate vocational institutions. As, however, I have said elsewhere, the existing high school system is strongly entrenched in the affections of the people and any action taken—even in their own apparent interests—to limit the number of pupils by making literary education more expensive will be strongly resented. Compared with the number of high schools in other Indian provinces, the number of such schools in Bihar does not appear to be excessive, as I have shown in my " Memorandum on Vocational Education in Bihar ". The Punjab, which is also an agricultural province,

had twice the number of high schools and nearly three times the number of pupils in them in 1932, compared with Bihar and Orissa.

211. The financial condition of most of the unaided and of some of the aided high schools is precarious, except in the case of a few schools with large roll numbers. Teachers are paid the minimum salaries and that irregularly, and there are constant changes in the staff ; the buildings are in many cases not suitable and are not maintained in good order ; boys are sometimes attracted from other schools—since the very existence of the schools depends on the fee income—by the promise or the grant of easy promotion ; discipline is often lax ; the teaching is defective on account of the paucity of trained men ; and examination results are seldom satisfactory. An aided school is generally speaking a more satisfactory institution, since the fear of the loss of the grant is always before the committee and, now that a system of efficiency grants has been instituted there is an added incentive to good work.

212. The new buildings, which were constructed during the quinquennium either for high schools or for their attached hostels, are mentioned below in the chronological order of their dates of construction. In 1932-33 a new hostel for the Godda high school was completed and a donation was received from the Maharaja Bahadur of Gidhour for a hall for the Jamui high school. In the same year the managing committee of the Monghyr town school purchased the school building from its proprietor, and Mahant Darshan Das of Maniari made an endowment of Rs. 41,000 for the Srikrishna Vidyalaya, a high school near Muzaffarpur. In 1933-34 a grant of Rs. 17,343 was given by Government for the completion of the buildings of the Begusarai high school. The terrible earthquake of the 15th January, 1934, destroyed or seriously damaged the buildings of many high schools in the three divisions of Bihar. The Motihari zila school buildings were condemned by the Public Works Department, and of many other schools, which suffered severely, mention may be made of the zila school, the Town high school and the Training Academy at Monghyr, the Zila school at Purnea, the Zila school at Chapra, the zila school, the aided high school, Mukharji's seminary and the Bhumihar Brahman collegiate school at Muzaffarpur, the Northbrook school at Darbhanga and Heycock Academy at Motihari. In 1934-35 the building of the new high school at Dumri was constructed at a cost of Rs. 25,000 donated by a local lady Zamindar, who also endowed the school with a gift of Rs. 29,000. Of new buildings, completed during the year 1935-36, mention may be made of those for the Town high school at Monghyr, the C. M. S. high school at Bhagalpur and the C. M. S. girls' school at Deoghar. The first two of these were erected in place of buildings destroyed by the earthquake and the third was the natural consequence of the development of the school into a high school. In the same year a donation of Rs. 12,000 was received from Seth Hazari Mall of Raxaul for the improvement of the buildings of the local high school. In 1936-37 the reconstruction of the Monghyr zila school, the Motihari zila school and the Begusarai high school was completed, and quarters for the headmaster of the Northbrook school at Darbhanga were newly built. The girls' high school at Bankipore, which had been so seriously damaged

by the earthquake that the school had to be held for more than a year in another rented building, was reconstructed on the same site at a cost of nearly 2 lakhs of rupees. In the Chota Nagpur Division, completely new buildings were constructed for the five new high schools at Chakradharpur, Khunti, Lohardaga, Hussainabad and Daltonganj, the building operations extending over the whole quinquennium. With the exception of the Giriwar high school at Daltonganj, all the other schools received building grants from Government. The Durga Charan middle English school received a sum of Rs. 2,000 out of the donation of Rs. 30,000 made by Kumar Ramanand Singh of the Banaili Raj for public purposes.

213. The authority, which accords recognition to, and exercises administrative control over high schools and intermediate classes attached to high schools, is the Board of Secondary Education composed of officials and non-officials, the Director being the president *ex-officio*. The divisional inspector is the agent of the Board for the ordinary inspection of every recognized high school, although the Board can have a school inspected by a special board of inspectors and always does so when recognising a new school or withdrawing recognition from a school already recognized. The academic control over high schools, so far as the courses of study and text-books are concerned, is, of course, exercised by the University through its matriculation examination.

214. The Board meets generally three times every year and decides on the grant-in-aid to be given to each school in addition to deciding cases of recognition and appeals from teachers against dismissal or discharge by the managing committees of their schools. It has a number of committees to deal with the various branches of its work. The cost of the Board last year was Rs. 6,378, i.e., Rs, 3,599 for its share of the cost of the office of the Registrar of Examinations and Rs. 2,779-4-0 for travelling.

215. The number of high schools aided by the Board and the allotment placed at its disposal in 1936-37 was 103 and Rs. 2,79,408 against 93 and Rs. 2,67,357 in 1931-32. The four per cent cut in the allotment was in force up to the end of the quinquennium, but it has been restored with effect from the 1st of April this year. The average pay of a teacher in a privately managed secondary school was Rs. 41·9 in 1936-37 against Rs. 38·1 in 1931-32. This rise in pay, which is appreciable, is certainly due to the introduction of incremental scales of pay in a number of aided schools and to the employment of more trained teachers who are entitled to a higher pay than untrained ones.

216. The constitution of the Board of Secondary Education was slightly altered with effect from the date on which Orissa was separated from Bihar, the number of members being reduced from 22 to 20 and the members from the local legislature being now nominated instead of being elected. During the quinquennium the Board discussed several crucial matters concerning the high schools and in some cases took important decisions, which were approved by Government and are noted below in their chronological order. In November, 1932, the Board discussed the

problem of home-work done by the pupils of high schools in the province and decided that this was excessive. The Board accordingly resolved that the teachers in high schools should be asked to make the pupils' home-work lighter and that the time thus saved should be given to extra-curricular activities rather than to the study of text-books. In August, 1932, the Board considered the question of employment of untrained matriculates in high schools and resolved that in future untrained matriculates should not be appointed as high school teachers, and those who had less than seven years' service should be required either to pass the intermediate examination or to join a secondary training school within a period of three years. In 1933-34 the Board gave effect to the following rule regarding the withdrawal of grants-in-aid from schools :—

" If in any two successive years the total number of candidates who pass the annual and supplementary examinations together from any school is a fraction of the total number on the roll of class XI on the previous December less than one-third of the fraction of successful candidates to the total number of candidates at the matriculation examination, the grant to the school will be withdrawn automatically on the 1st of October of the second year in question."

The Board also decided in this year that if the grant for a school was withdrawn, the amount might be utilised in aiding an unaided high school in the same division. In August, 1935, the Board resolved that all teachers in privately managed high schools, including those already in service, should be required to execute agreements in a prescribed form. This rule has since been enforced in all recognized high schools except in the case of Railway schools which have been specially exempted. At the same time the Board resolved to make a cut of 10 per cent from the grants in-aid assessed under the ordinary rules and to distribute the savings thus made among specially deserving schools as efficiency grants. The distribution of these efficiency grants was begun as an experimental measure for a period of three years from the year 1936-37. In the sa me year the Board also decided to reduce the minimum pay permissible in recognized but unaided schools from Rs. 50 to Rs. 40 for untrained graduates, from Rs. 45 to Rs. 40 for holders of the I. A., C. T. qualifications, and from Rs. 35 to Rs. 30 for other teachers who have passed the intermediate examination. The last decision taken during the year was to make it clear that the Board has power to suggest and enforce alterations in the constitution of the managing committee of privately managed high schools. In August, 1936, the Board resolved that the managing committees of all privately managed high schools must have as a reserve fund in a recognised bank a sum not less than the amount required for one month's pay of the staff and the menials. It was considered that the creation of this reserve fund would ensure regular payment of salaries to the staff of these schools. Some of these schools have not, however, yet been able to establish the reserve fund. In August, 1936, the Board also resolved that the minimum grant-in-aid to schools should be reduced from Rs. 75 to Rs. 50 from 1st April, 1937. In February, 1937, the Board resolved that the pupils

seeking first admission into any class from class VIII to class XI should sit at the annual examination of the next lower class of the school to which they seek admission.

217. In the last quinquennial review it was mentioned that the results of the experiment tried in some high schools in the direction of using the vernacular instead of English as the medium of instruction in the four highest classes were inconclusive, but it was pointed out that the teacher ought to be able to use the vernacular from time to time in order that he might explain any points of special difficulty and make certain that his pupils understood them. In October, 1932, a report was submitted to Government on the further results of the prolongation of the experiment, but these results were still considered inconclusive. The experiment, which just consisted of having one English section and one vernacular section for the teaching of History and Geography in the four upper classes of such high schools as have their upper classes duplicated, is being tried in twenty schools. The experiment of allowing one teacher to try to teach a class through the medium of two vernaculars at the same time was not considered a success and was abandoned except in one school. It is gratifying, however, that the difficulty of obtaining suitable text-books in the vernaculars is gradually disappearing.

218. In 1933-34 the University and the Board of Secondary Education appointed a Joint Committee to consider the present matriculation examination in all its bearings, the courses of study and books prescribed the methods of setting questions and examining answer-papers, and to report on the causes of failure at the examination and the possibility of making it serve as both a final school examination and a test for admission to University classes. In 1934-35 this Committee issued a questionnaire, and in 1935-36 it completed its work. In the opinion of the Committee the proper stage at which to divert pupils to non-University courses is at the end of class IX, and it is essential to arrange as soon as possible for the compulsory teaching of subjects other than English through the medium of the vernacular. The Committee recommended that the University should undertake the production of suitable books in a common vernacular which is spoken and understood by both Hindi-speaking and Urdu-speaking pupils, the books to be printed in both the *Nagri* and *Urdu* characters For the protection of the interests of minorities, however, the Committee decided on the following rule :—

" If the vernacular of a student is not one of those used as a medium of instruction in the school, it should be open to the school authorities to arrange for his instruction through the medium of English, but every school must provide for instruction through the medium of at least one of the five recognised vernaculars, and no boy who speaks that vernacular should be allowed to be taught through the medium of English. "

The Committee also considered that, in areas where there was more than one high school, the possibility of concentrating the boys on minority communities should be carefuly considered. In respect of the subjects required for the matriculation examination the Committee decided that no other change except the extension of the single vernacular paper to

two papers and the giving of an option to candidates to offer a second additional subject was necessary. The University adopted the views and recommendations of the Committee and have framed the necessary changes in the Regulations to give effect to them. These changes now await the sanction of Government.

219. In 1935-36 a Joint Committee was appointed by the University and the Board of Secondary Education to consider the desirability of changing the dates of the school session. The Committee has recommended that the winter months should be utilised in teaching instead of being wasted in examinations, promotions and admissions, and the school session should run from the end of the summer vacation to the beginning of that vacation next year instead of from the beginning to the end of the calendar year. This recommendation has not yet been accepted either by the University or by the Board.

220. In view of the increasing number of high schools in Patna, Tirhut and Bhagalpur divisions the Board of Secondary Education has permitted the inspectors in these divisions to make a thorough inspection of the best schools only, once in two years instead of once a year, provided that they visit each school annually and carry out at least thirty full inspections every year.

221. In 1935-36 owing to the transfer to Delhi of the Imperial Institute of Agricultural Research the Pusa high school was converted into an aided institution with effect from the 1st January, 1937.

222. The provident fund rules for aided schools were revised during 1935-36 in order to bring them into conformity with the Provident Fund Act of 1925 which was passed after the original rules had been framed.

223. Four high schools in the Chota Nagpur division and one in the Bhagalpur division were by the end of the quinquennium providing light lunches for their pupils in the recess period at a cost of eight annas a month. The obstacles in the way of such a scheme vanished one by one, when once the scheme was launched and as both the pupils and their guardians became gradually convinced of its beneficial effects. No one who has seen the tired and listless pupils in their classes in the last two periods of the school-day or has compared the work done by them in the morning with that done in the afternoon, can doubt that without some lunch after four hours of work in the school, their vitality is considerably lowered and the afternoon work is definitely poorer. It is to be wished that every school should in the near future provide light lunches in the recess period to its pupils.

224. The number of girls attending high schools for Indian boys rose from 3 to 136 during the quinquennium The number of girls attending middle English schools for Indian boys rose from 306 to 1,132 and those attending middle vernacular schools for Indian boys rose from 71 to 232 during the same period. It is interesting to note that many girls are now sent to boys' secondary schools even where a separate girls' school is available. There are obvious reasons why co-education at the secondary stage, although it may not be the ideal, continues to spread. In the first place the number of girls' secondary

schools is far too small to satisfy the demand for accommodation from all the girls seeking admission. In the second place the secondary schools for boys are popularly regarded as more efficient and, from the point of view of parents, more economical. So far as their cost of maintenance is concerned, secondary schools for girls are much more expensive than schools of the same grade for boys, and if co-education proves as successful as it is so far reported to be, the problem of financing an expansion of female education may be rendered much easier.

225. In the last quinquennial review a reference was made to the desirability of introducing a common standard of examination for pupils who pass the Middle School Certificate examination and those who pass the annual examination for class VII in high schools. Government decided that the School Examination Board should set question papers for class VII, which would be identical in standard with those for the Middle School Certificate examination, but that the marking of the papers in high schools should be done by the teachers in each school. Effect was given to this decision from the examination of 1934, and it is generally reported that the common examination has achieved its object of securing a common standard of work for high schools and middle schools alike.

226. The range of instruction in high schools continued to be widened year after year with the addition of such subjects as manual training, music, science etc., to the list of optional subjects taught in Government and privately managed high schools. In 1932-33 a class in manual training was opened at the Buxar high school and music classes were opened in two schools at Bhagalpur and Patna. The agricultural classes, which were attached to the middle English school at Bikram, continued to form part of the high school into which the middle school developed in 1933-34. With the abolition of the School Leaving Certificate examination in 1934-35, the University added manual training and Domestic Science to the list of subjects which may be taken up for the matriculation examination. The number of drawing masters in the Subordinate Educational Service in Government high schools rose from 18 to 19 in the year 1934-35, but owing to the abolition of the Government high school at Pusa on the 1st January, 1937, the number has again fallen to 18.

227. There has sprung up a class of un-recognised schools or coaching classes which prepare students for the matriculation examination of Patna, Calcutta and Benares Universities and then present them as private candidates with the required certificate that they have not studied at any school for a period of one year before the examination. It is difficult to detect these institutions and more difficult to suppress them, but the matter has been brought to the notice of the Universities concerned. The real remedy, of course, lies in so improving the recognised schools, or extending their accommodation that there may be no need or inducement for any pupil to resort to un-recognised schools.

228. Fortunately, in the five years under review, the secondary schools were not affected by any political agitation. Work was carried on smoothly and discipline continued to be generally satisfactory, except for one or two sporadic incidents. In one Government high school the headmaster was assaulted by students, but the situation was exceptional and the occurrence was partly due to the tactless handling of it. The miscreants were suitably punished, and the usual discipline of the school has been fully restored.

229. Several important documents were published during the quinquennium, seeking to analyse the fundamental principles of secondary education and making suggestions for its reorganisation with a view to adapting it more closely to the present social and economic needs of the country. One of these is the Resolution passed by the Universities Conference in 1934, and another is the Resolution passed by a meeting of the Central Advisory Board of Education at Delhi in 1935, both of which were the subject matter of a letter from the Government of India to all the local Governments, giving a survey of the unsatisfactory position in respect of secondary education in India and asking the local Governments for co-operation in the work of the Central Advisory Board. The report submitted by the Matriculation Committee in January, 1936, is another document of far-reaching importance which proposes to alter materially the scope and character of secondary education in Bihar. A memorandum on vocational education in Bihar was written by me in October, 1936, in response to a request for an explanatory note on the existing position and possibilities of vocational education in the province. In this document I have tried to show that the Government policy in respect of vocational education in secondary schools was sound and that the provision of additional funds was the only means for a substantial expansion of vocational education at the secondary stage.

230. Regarding the provision in high schools for the teaching of some non-literary subjects not definitely vocational but likely to give some of the pupils a bias towards an industrial career, the present position in Bihar is as follows :—

(*a*) In ten Government high schools and one privately managed high school manual training (i.e., wood-work) is taught.

(*b*) In ten Government high schools and two privately managed high schools elementary physics and chemistry is taught.

(*c*) In two Government high schools and one privately managed high school commerce is taught.

(*d*) In one privately managed high school Botany is taught.

(*e*) Every Government high school has a drawing master trained at a School of Art, but few private schools have such drawing masters.

The position remained substantially unaltered during the quinquennium, except that manual training was introduced in a privately managed high school in 1932-33, and the Government high school at Pusa

having provision for the teaching of Botany, was converted into an aided school in January, 1937. It may be added in this connection that these subjects, in the schools where they are taught, are compulsory in classes VIII and IX and optional in classes X and XI.

231. It was stated in the last quinquennial review that the courses of study in high schools continued to be dominated by the matriculation examination. This domination showed no signs of diminution during the quinquennium. But what really makes the situation educationally unsound and wasteful is that although quite a number of non-literary subjects have been added to the list of optional subjects at the matriculation examination the general tendency is to offer only the literary subjects, since such subjects provide the traditional and the cheapest course. It is often said that the matriculation examination owes its attractiveness to the fact that it is a pass-port, preliminary or final, to posts in Government service. The unpopularity and gradual extinction of the School Leaving Certificate examination, which included non-literary subjects and was accepted by Government and the University as an equivalent to the matriculation examination, shows that this fact does not provide a complete explanation. There is a disinclination to depart from the familiar secondary school curriculum which is supported by custom and tradition. It is therefore that I have held in my memorandum on vocational education in Bihar that it would be better to divert to special vocational institutions such pupils as have no aptitude for literary studies at the beginning of the high school stage, i.e., after class VII. Once a boy has done a year or two of the ordinary secondary course he will have come under the spell of the matriculation examination and it will not be easy to divert him to another special institution.

232. In Bihar, Government maintained nineteen high schools almost throughout the quinquennium, the Government high school at Pusa being deprovincialised so lately as in January, 1937. These schools were established to set the standard, to supply models for other schools. As compared, however, with private high schools they are expensive institutions. They are staffed by trained teachers on incremental scales of pay which no private school can afford. They are generally speaking superior in discipline and efficiency to non-Government schools; but the gap in this respect between these and the best schools in the latter category is narrowing. The question is bound to be raised sooner or later (it has been raised in other provinces) as to why there should be two classes of schools both doing the same kind of work. The problem of deprovincialization, however, bristles with so many difficulties and the justification for model schools is still so considerable that it does not seem desirable at present to advocate such a policy for all Government high schools, although in an area where there are more than one Government high school it may be possible to deprovincialise the least popular or the most inefficient of these schools. If the necessity for such schools is conceded, the number in this province is not excessive when compared with the figures for other provinces.

233. Regarding the general efficiency of high schools neither the public nor the inspecting officers in charge of them have any high notions. One inspecting officer writes, " The level of efficiency of these schools is generally not high owing to a variety of causes. Growth in the number of high schools competing with one another, low and irregular payments to the staff in the case of many non-Government schools which is difficult to check, competitive lowering of the standard of admission and promotion, poor libraries, insufficient teaching appliances, too many private tuitions taking up the time and energy of the teachers, the want of hostels, and poverty and malnutrition of the pupils are some of these causes ".

234. In the last quinquennial review an unfavourable comment had to be made on the poor average attendance in secondary schools. It is to be regretted that the same opinion must be expressed in this review also, as the figure for average attendance is still not much above 80 per cent (being 80·4 per cent, to be exact). From the figures of average attendance available for each class, from class VI to class XI, it appears that the higher the class, the better the attendance, the average attendance in class XI being 88·4 per cent. This may be explained by the greater interest taken by pupils in their work as they come nearer to their University examination. The attendance in middle schools, many of which are situated in rural areas, is of course bound to be less satisfactory than that in high schools most of which are in or near towns. One inspector made a statistical enquiry spread over a whole year to trace the chief causes of poor attendance in secondary schools, and found that they were malaria and the practice of guardians detaining boys to look after guests. The general unsatisfactoriness of the written work in secondary schools is also a continuing defect which can be remedied only by constant and vigilant correction of errors by teachers and inspecting officers alike and by penalising the repetition of errors once corrected through the imposition of practice exercises.

235. The standard fee-rates, which remained unchanged during the quinquennium, are charged in most schools, several aided schools in the Chota Nagpur division charging fees above the standard rates to pay their way.

236. The system of medical inspection of high schools remained the same as in the preceding quinquennium, there being a school medical officer and an assistant school medical officer for all the high schools of each division. There can be little doubt that two officers are quite inadequate for the growing number of high schools in each of which the school medical officer himself has to deliver at least ten lectures in Hygiene in addition to holding, with the assistance of the junior officer, the medical inspection of each pupil. The interval between two inspections of each pupil is necessarily so long that the results lose much of their statistical value, but headmasters would do well to see to it, more thoroughly than they do now, that the defects revealed by the inspections are promptly attended to, and as far as possible, removed.

237. The number of Government middle English schools in Bihar fell during the quinquennium from five to four, owing to the transfer of the school at Jagannathpur to the control of the district board of Singhbhum Most of the middle schools in the Ranchi district are managed by the Missions. All the district boards, except the Ranchi district board, have now taken over control of middle English schools, the number of such boards increasing by four during the quinquennium. Among municipalities only five have so far assumed such control, and these are the municipalities of Samastipur, Muzaffarpur, Ravelganj, Daltonganj and Hazaribagh. The Patna Administration Committee and the Jamshedpur Notified Area Committee receive grants from Government for individual middle English schools although they have not assumed control of all such schools in their areas.

238. So far as the special problems of middle schools are concerned, most inspectors report unfavourably on their buildings, equipment and teaching. One inspector remarks that no improvement of the condition of middle schools is possible unless a stricter method of recognition be adopted and there be some effective means to ensure that the recommendations of the departmental inspecting officers are carried out within a reasonable time. The Tirhut inspector reports that a large number of middle schools are held in wretched huts exposed to the sun and wind and are practically closed during the rains,

239. In the annual report for 1934-35 an account was given of the position of vocational training in middle schools. At the end of that year six schools taught carpentry, twelve agriculture, seven tailoring, three weaving, three carpet-weaving, and one each cane-work, book-binding and soap-making. Eight of these classes were started during the year. In the same year a public-sprited donor gave the Shahabad district board some land and a school building intended for a middle vernacular school with agricultural classes in his village of Pirauta. This school with the classes in agriculture was started in 1935-36 in which year also agriculture was introduced in the Noatoli girls' middle school in Ranchi. Although money was provided in the budget of 1936-37 for opening vocational classes in three middle schools, it was not found possible to utilise the sum and open any new classes in that year. It may be said, however, that while the teaching of industrial or vocational subjects in middle schools continued to make progress during the quinquennium, the pace will have to be accelerated if it is proposed to check quickly and effectively the undue prolongation by large and increasing numbers of pupils of a purely literary form of education.

240. In 1936-37 the average direct cost from public funds of a high school, a middle English school, and a middle vernacular school was Rs. 3,088, Rs. 974 and Rs. 1,226 respectively against Rs. 3,710, Rs. 977 and Rs. 1,338 in 1931-32. It will be seen that in the case of a high school the cost has decreased to the extent of over 20 per cent.

241. Several other topics concerning secondary schools, such as extra-curricular activities, athletics and games (including physical educa-

tion), school gardens, school hostels and religious instruction will be dealt with in Chapter XX, as they are common to all classes of schools.

242. The total number of male teachers in all secondary schools in the province was 7,280 in 1936-37, of whom 3,958 (that is to say more than half) were trained

243 The constitution of the School Examination Board, which is responsible for setting the papers at the middle school certificate examination, as well as for the examinations of all classes of training schools, remains unchanged. The board met twice in the first and the last year of the quinquennium and thrice in each of the other years. It has been of great help in the disposal of many problems relating to the examinations. The expenditure incurred on the examinations last year was Rs. 14,303 against Rs. 12,202 in 1931-32, of which sum Rs. 3,599 against Rs. 2,758 in 1931-32 represents the Board's share of the cost of the office of the Registrar of Examinations. The sum realised from fees was Rs. 1,294 against Rs. 1,675 in 1931-32 and from other sources Rs. 4,989 against Rs. 685 in 1931-32. The large increase in the income from other sources in 1936-37 was due to the realization of fees for the supply of question papers for the annual examination of class VII of high schools in 1936, as also for the newly created province of Orissa in 1936 and to the Orissa States during the years 1933, 1934, 1935 and 1936, the fees for these years being realized in one lump in the last year.

CHAPTER VIII.

Primary Education.

244. It will be well to begin this chapter with a brief account of the measures adopted during the quinquennium for the improvement of primary education in Bihar.

245. From 1931-32 a special diploma course has been provided at the Patna Training College for such students as intend to seek employment as sub-inspectors of schools, and the first batch of successful candidates came out in 1932-33. This course aims at the improvement of primary education by turning out men technically better qualified for their line of work than their *confreres* of the secondary course. Such men are now given preference in the appointment of sub-inspectors of schools over those who take the secondary teachers' training course at the same college, eighteen of them having been so far employed as sub-inspectors of schools. The work of most of these men is reported to be satisfactory and in accord with the new spirit in primary education. A new syllabus for a one year's course in elementary training schools, necessitated by the new primary school curriculum, has been introduced with effect from January, 1937, and admissions have been restricted to middle-passed men only. This replaces the old two years' course for men with upper primary qualifications. The three existing elementary training schools for Muhammadan teachers (at Gaya, Supaul and Sassaram), still offering the latter course, will be converted into schools on the middle basis with the new one year's course by the end of 1938. There can be no doubt

that the men taking the new course will be better qualified, when they pass out as trained teachers, to deal with the new syllabus recently introduced in primary schools. Government have decided to raise fifteen posts of head teachers of elementary training schools from the vernacular teachers' service to the subordinate educational service, filling vacancies, as they arise, with graduates trained in the primary course at the Patna Training College. During the year 1936-37 four vacancies have been so filled.

246. As mentioned in the last quinquennial review, Government nominated a large and representative conference to advise them on primary education in the year 1930-31. During the same year, the conference proceeded to appoint three sub-committees to consider the various problems of primary education for submission of their recommendations to the general body. A fourth sub-committee had to be appointed later, for the consideration of the question of free and compulsory primary education. During the year 1933-34, the report of the primary education committee was published for general information. It was also during this year that Government sanction was obtained for the new syllabus to be brought into force from the next year. The new syllabus was actually introduced in the primary schools with effect from January, 1935. Classes I and II of the lower primary schools and class IV of the upper primary schools got started on it and an infant class was added to the previously existing three classes of the lower primary schools. This introduced a change of capital importance for primary education inasmuch as it involved the extension of the lower primary and upper primary courses from three and five years to four and six years respectively. This was in line with the recommendations of the Hartog Committee which considers a four years' course to be the minimum for lasting literacy.

247. The *raison d'etre* of the new syllabus is rather difficult to explain in non-technical language, but the idea underlying it is that the child is a living organism and not a mere memorising machine. What the department want in the new curriculum is " to discourage excessive memory work or cramming and to substitute in its place guided activity which will call into play the whole of the mind of the boy and not the memory only". It is of the essence of the new syllabus to make the school-life of the child more interesting and varied than formerly. More than this, it also aims at making the teacher the director of the activities of children rather than the master compelling them to learn and then hearing their lessons. The new syllabus, so far as public opinion is concerned, has been regarded with a fear that it is over-loaded and that too much is expected of small boys. It does not, however, enjoin upon all schools, particularly the one-teacher schools, the teaching of all the subjects, but it insists that whatever is taken up must be taught according to the new syllabus. It yet remains to be seen how far the aim of this reform can be realised in the actual work of the schools.

248. Consequent upon the introduction of the new syllabus, the preparation of hand-books for the use of teachers has also gone on steadily. In order to obtain the books necessary for the teaching of the new syllabus the department prepared outlines of what was required in

the matter of (*a*) a hand-book of method and organisation, (*b*) a hand-book of stories and story-telling, (*c*) a hand-book for the study of the environment of an Indian village, and (*d*) a hand-book of the geography of Bihar and Orissa and of India for upper primary teachers. The work, so far as the first hand-book is concerned, has been mapped out in eleven sections, nine of which have been approved by the Text-book Committee and two others are in active preparation. Very much will depend on the publishers who have undertaken to bring these out. From the progress made in respect of them, as detailed below, it will appear that it will yet take some time before all the sections of the Teachers' Hand-book can be expected to be on the market.

Hand books.	Published or not.	Name of publisher.	Translations in the vernaculars of the province.	Remarks.
1.—Teacher's hand-book of Method and Organisation.				
Section I.—The aim of the primary school and the nature (physical and mental) of the child.	Yes ...	Oxford University Press.	Hindi, Urdu, Bengali.	
II.—The first two years ...	Yes ...	Khadga Vilas Press.	Hindi.	
III.—The mother tongue in the lower primary and upper primary classes.	No ...	Indian Press		Approved in English.
IV.—Arithmetic ...	Yes ...	Bal Siksha Samiti.	Hindi.	
V.—Environment ...	Yes ...	Ditto ...	Do. ...	Approved in English.
VI.—Story-telling ...	Yes .	Pustak Bhandar	Hindi, Urdu.	
VII.—Handwork and drawing.	No ...	...	...	
VIII.—Games and physical training.	No ...	..	Submitted in Hindi and Urdu.	Hindi and Urdu and English manuscripts approved.
IX.—School organisation	Yes ...	Oxford University Press.	Hindi, Urdu, Bengali.	
X.—The teaching of two classes at once: the single teacher school.	Yes ...	Ditto ..	Ditto ...	
XI.—Needlework and adaptation of the general instructions to girls' schools.	No ...	...	...	
2. Teachers' hand-book of story-telling.	Yes ...	Pustak Bhandar	Hindi.	
3. Teachers' hand-book of environment lessons.	No ...	...	..	Approved in English.
4. Teachers' hand-book of geography of Bihar and Orissa and India.	No ...	...	...	Ditto.

249. During the year 1935-36 Mr. H. Dippie, then Special Officer in charge of Primary and Girls' Education, issued a series of circulars which were meant to educate public opinion on the pressing need of reform in primary education and to focus attention, so far as local bodies and those connected with primary education are concerned, on the various vital aspects of the subject. Amongst these was a circular relating to departmental recognition of primary schools, introducing a more formal system than was prevalent heretofore. The practice previously was that primary schools, most of which were started by private enterprise usually on the part of the teacher, were given departmental recognition as a matter of course, if they merely followed the prescribed curriculum. The main feature of the new system is that every recognised school will in future have a formal certificate of recognition which will state the classes which the school is authorised to maintain. The certificate will be of three kinds. Certificates of class A will only be granted to schools which comply fully with the following conditions :—

(*i*) There must be at least one teacher for every two classes, except in the cases mentioned in the following paragraph.

(*ii*) There must be sufficient space for each pupil and for the proper separation of the classes. All the space required need not necessarily be under the roof of such house as is provided, but, if an open-air area is used, this must be clean, available every day without interruption, except during heavy rain, shaded in summer during the school hours and reasonably cut off from outside distraction. There must also be sufficient light to prevent injury to the pupils' eyes.

(*iii*) There must be a black-board for each class, a copy for the teacher's use of each book used in the school as a text-book, and a desk or some form of writing surface for every boy in class III and the higher classes. The lower classes can do most of their work on slates.

Certificates of class B will confer recognition only for a specified period. They will be granted to schools which comply with the requirements specified above in respect of staff, light and black-boards but require additional space and equipment which are likely to be made available within the time specified. Certificates of class C will be granted to all other primary schools now recognized, except such as would have lost recognition had the new rules not come into force. These certificates, which will not be given to any school not already recognized, do not imply that the department is in any way satisfied with the schools, or that the schools are competent to follow the course of study prescribed: they are only a recognition of an unsatisfactory state of affairs which in fact exists. It is the intention that these schools should be gradually eliminated by the grant of recognition of class A or class B certificates when the necessary improvements have been effected, or by the withdrawal of recognition when other and better arrangements have been made for the education of the children concerned.

250. A resolution by Government in 1935 on the proceedings of the Primary Education Conference emphasised Government's decision to aim at a common school for Hindus and Muhammadans wherever these two communities speak a common language. For the furtherance of this aim, local bodies have been advised to utilise, if available, any bilingual teachers by sending them to schools which have both Hindu and Muhammadan pupils. It has been enjoined upon local bodies to provide one Urdu teacher for two-teacher lower primary and three-teacher upper primary schools, wherever possible. There has been also a change in the nomenclature of certain kinds of schools, and *maktabs* are now called Urdu primary schools and *Sanskrit pathshalas*, Sanskrit primary schools. Regarding common books for both Hindi-speaking and Urdu-speaking pupils in primary schools, Government have made the following rule:—

"The Text-book Committee should not without the special permission of the Director of Public Instruction, approve for use in any subject at the lower primary stage or in any subject other than literature at the upper primary stage, in future, a book which is not, so far as is possible, one book printed in both the *Nagri* and *Urdu* scripts. The attention of the Text-book Committee is also drawn to the recommendation regarding a supplementary book for Muhammadans at the lower primary stage."

Besides, teachers have been instructed, when teaching Hindu and Muhammadan boys together, to use as their medium of instruction a vernacular equally intelligible to both. The policy bids fair to be a success, as in 1936-37 Urdu classes, attached to the Hindi upper primary schools, were 271, decidedly in excess of upper primary schools entirely conducted on an Urdu basis, the number of which was 207. The common school with its necessary complement of the common language seems to be a satisfactory and workable plan both from the administrative and the educational point of view.

251. The problem of female illiteracy has also received much attention during the quinquennium. The Government resolution of 1935 embodied the main decisions relating to female education which were further elucidated by departmental circulars. While leaving it to each local body to decide on the course to be adopted regarding separate girls' schools, co-education has been re-affirmed as the best solution of the problem of the early education of girls. In order to encourage the attendance of girls at boys' schools, the payment of capitation allowances to teachers of the latter on account of all girls reading in classes other than the infant class has been recommended. Full discretion has been given to local bodies as regards rates of these allowances which are to be higher in class II than in class I, and so on. Government also have left it to each local body to decide how much of the money at its disposal for primary education should be devoted to primary education for girls. Elaborate suggestions of a practical nature have been issued by the department to ensure proper expenditure of the sums which local bodies may decide to give as capitation allowances.

252. As regards the education of the depressed classes, Government have accepted the following resolution of the Primary Education Committee :—

"Local bodies should be asked to take into immediate consideration the provision of more adequate facilities for the education of the depressed classes, especially in the form of special schools, where a considerable depressed class population is concentrated. The provision of special schools should be regarded as a temporary measure for the encouragement of education among the depressed classes, but the general policy to be aimed at should be the free admission of depressed class boys in the ordinary schools."

253. Local bodies are at liberty to devote their funds to capitation allowances to teachers on account of depressed class children reading in the ordinary schools. The same suggestions as for the payment of capitation allowances for girls were made by the department in the case of such payments for depressed class children also.

254. Matters affecting the ordinary administration of primary schools also received due attention. The Government Resolution of 1935 sets forth the new orders relating to admissions in primary schools. Briefly they are these—

(*i*) Ordinarily no child under the age of five should be admitted to a primary school.

(*ii*) In villages, where there is no separate girls' school, after January 1st, 1940, no boy over eight years should be admitted to the infant class, over nine years of age to class I, over ten years of age to class II and over eleven years of age to class III of a primary school. The purpose of the rule is to enable schools to become mixed schools for boys and girls, and the purpose of the delay is to prevent undue hardship.

(*iii*) A date not later than the last day of February in each year must be fixed by each local body as the last date for admission of beginners to the infant class. Children who bring transfer certificates or who have made progress at home or by any other means may be admitted at any time to any class provided that they are found fit by examination to take their place in the class at the stage which it has reached when the child applies for admission.

It has also been made permissible for local bodies to charge, in any specified area, an admission fee of Re. 1 or Rs. 2 when a pupil is admitted to a primary school and to refund this sum when the child has completed a four-year course in school but not otherwise. The purpose of this is to stop the waste of effort entailed by children who join school for a year or two, and then leave before they have attained literacy. The number of such children is very great and they undoubtedly make the teachers' work harder and less fruitful than it otherwise might be. Those local bodies which decide to adopt this plan will have to frame a scheme for dealing

with the money collected. It has been suggested that it should be kept in the post-office savings bank at as many centres as possible, and provision will have to be made for prompt refunds.

255. In the matter of holidays also, salutary modifications were introduced: the maximum number of holidays permissible in primary schools was slightly raised from 51 to 60 days a year, and subject to the rules in the Education Code, these can be distributed according to local needs. It is not essential that there should be uniformity in the matter of dates throughout each district. Half-time attendance at schools has also been allowed, where local conditions so require, between June 16th and November 1st. This innovation, which is permissive and not mandatory, has been made mainly to suit the conditions in purely agricultural areas, and it is left to local bodies to decide whether the conditions in their particular area, or in any part thereof, justify the arrangement suggested. For schools, in which only some of the pupils are required to help in agricultural work and others will probably attend for the full day throughout the year, instructions were issued for the adoption of an amended time-table for the period from 15th June to 1st November, providing for daily attention to the main subjects of the curriculum during that half of the school day when all the pupils are expected to attend, and relegating the other subjects to the other half of the school day.

256. In order to furnish the necessary knowledge and certainty on the part of inspecting officers and other casual visitors, instructions were issued for the introduction of the system of time-cards. Having decided the hours and days of the session and the weekly holidays and half-holidays, each school must, before introducing these, obtain from the sub-inspector of schools in charge of it a signed card stating what these are. The card, a small paste-board about two inches long and half an inch wide, must be fixed in an inconspicuous place on the outside of the school door. Officers and members of the local body will then know exactly where to look and be able to see at once whether or not the school should be sitting at the time of their visit. Sub-inspectors also have to keep an exhaustive diary giving important and relevant information regarding all schools in their areas, so that on their leaving their circles, the diary is passed on to the successors and the work of each circle goes on unaffected by changes in the inspecting staff.

257. Turning now to statistics, the number of primary schools of all kinds of boys and girls, both Indian and European, fell during the five years from 21,832 to 20,790, but that of their pupils rose from 706,782 to 758,231 and the direct expenditure rose from Rs 47,50,589 to Rs. 49,04,881. The number of primary schools of all classes for boys fell during the five years from 19,763 to 18,763 but that of their pupils rose from 654,985 to 701,225, and the direct expenditure rose from Rs. 43,20,592 to Rs 44,61,526. Taking only primary schools for Indian boys, with which this chapter is principally concerned, there has been a fall from 19,754 to 18,759 in their number, though that of their pupils rose from 654,747 to 701,090, and the direct expenditure rose from Rs. 42,89,733 to Rs. 44,44,172.

258. The fluctuations for the five years have been as follows :—

Year.	Number of schools.	Number of pupils.
1931-32	19,754	654,747
1932-33	19,743	665,342
1933-34	19,865	674,328
1934-35	19,818	703,053
1935-36	19,212	707,203
1936-37	18,759	701,090

These figures include Sanskrit primary and Urdu primary schools formerly called *Sanskrit pathshalas* and *maktabs.*

The table below gives the details for the different districts :—

Name of district.	Area in square miles.	Number of managed, aided and stipendary primary schools for Indian boys in—			Number of unaided Primary schools for Indian boys in—			Number of pupils in primary schools for Indian boys in—		
		1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.
1	2	3	4	5	6	7	8	9	10	11
Patna ...	2,068	1,846	1,375	1,351	69	70	58	44,091	52,465	51,331
Gaya ..	4,714	1,729	1,723	1,708	32	18	12	49,007	51,919	52,157
Shahabad ...	4,372	1,053	1,108	1,116	92	120	113	41,848	49,262	49,902
Saran ...	2,683	1,180	1,146	1,147	89	95	98	51,150	58,678	58,326
Champaran ...	3,531	1,116	1,021	953	37	33	9	33,308	34,053	34,870
Muzaffarpur ...	3,036	1,623	1,609	1,574	110	47	30	56,371	56,086	54,260
Darbhanga ...	3,348	1,918	1,857	1,831	43	76	71	61,338	65,011	63,172
Monghyr ...	3,927	1,393	1,342	1,344	33	51	63	46,972	51,538	51,780
Bhagalpur ...	4,293	1,188	1,287	1,286	99	94	56	46,254	52,493	51,277
Purnea ...	4,914	1,215	1,089	1,099	139	87	51	47,696	46,720	44,911
Santal Parganas	5,459	1,106	998	994	52	111	90	39,115	41,988	41,507
Hazaribagh ..	7,021	585	560	559	100	60	33	20,809	21,064	21,500
Ranchi ...	7,102	1,274	1,263	1,144	82	7	17	43,941	44,927	45,332
Palamau ...	4,916	478	458	449	..	1	1	13,636	15,109	15,537
Manbhum (Sadr)	3,308	539	787	1,035	84	43	41	31,787	34,710	44,427
Do. (Dhanbad)	787	264	248		12	28		9,204	9,938	
Singhbhum ...	3,879	364	396	392	8	14	16	17,420	20,612	20,802
Total ...	69,348	18,670	18,257	17,962	1,084	955	777	654,747	707,203	701,090

It will be noticed that though there has been a fall in the number of schools, supported by public funds, during the five years by 688 and in that of the unaided schools by 307, the number of pupils during the

period shows an increase of 46,343. All the districts share in this increase except Muzaffarpur and Purnea both of which districts, it may be noted, are exceeding the limit fixed by Government for expenditure on English education in middle schools. The former records a fall of 2,111 pupils for a loss of 120 schools of which 71 were unaided. In Purnea the fall is heavier with a drop of 2,985 pupils for a loss of 168 schools of which 116 were supported by public funds and 52 were unaided. The introduction of the system of granting recognition certificates to new schools has also, it appears, prevented the starting of weak, rival schools. It is important to note that the year 1925-26, from which year Government found it impossible to make further recurring grants, marks really the beginning of the period of set-back in the upward rise in the number of schools. While this was not manifest immediately, boards and individuals still continuing to be optimistic about these grants, from the year 1928-29 the number of schools has been on the decrease except for the year 1933-34 when there was a slight increase of 122 schools over the previous year's figure. The fall in the number of schools, however, has not been serious, as up to the end of the last quinquennium the ground had more or less been consolidated, superfluous unaided schools had dropped out, the pupils joining other schools and the local bodies found their capacity in respect of the number of schools which they could finance. At this stage, Government found it necessary in 1932-33, owing to the financial stringency, to make a 10 per cent reduction in the grants to local bodies. This reduction does not appear, however, to have caused any serious loss to primary education, as the figures for the quinquennium show. It will be seen that the number of pupils has continued to increase steadily up to 1935-36. Under a voluntary system there is a point beyond which the multiplication of schools does not necessarily lead to an increase in the number of pupils, and there is a point where the reduction in the number of schools does not necessarily imply fewer pupils. The last year of the quinquennium records a fall in the number of pupils by 6,113, as compared with the number of pupils in the previous year. The districts responsible for this decrease in the total provincial figure are Patna, Saran, Muzaffarpur, Darbhanga, Bhagalpur, Purnea, Santal Parganas and Manbhum. The other eight districts, however, have maintained the upward tendency in their number of pupils. Unrecognised and venture schools in some of these districts have increased in number, while in all districts such schools continued to receive considerable patronage from the public.

259. The following other statistics concerning primary schools may very well be given here :—

(*i*) Classification by standards.

Year.	Upper primary schools.	Lower primary schools.
1931-32	2,404	17,350
1935-36	2,873	16,339
1936-37	2,936	15,823

(*ii*) Classification by types.

Year.	Ordinary primary schools.	Number of recognised *maktabs* (Urdu primary schools).	Number of Sanskrit *pathshalas* (Sanskrit primary schools).
1931-32	16,644	2,428	682
1936-37	15,797	2,230	732

(*iii*) Classification by management.

Year.	Managed by Government.	Managed by local bodies.	Aided or stipendiary.	Unaided.
1931-32 ..	10	2,602	16,058	1,084
1936-37 ..	6	3,168	14,808	777

It will be seen from the above that the number of upper primary schools shows an increase from 2,404 to 2,936, or 532 schools in the quinquennium which is gratifying. The upper primary school, as a more permanent institution, has a value of its own and is always to be preferred, funds permitting, to the lower primary school. It is a more potent agency for securing permanent literacy, as it offers a 6 years' course and has always a staff of at least two teachers, while most lower primary schools have only one teacher. It is also noticeable that in 1936-37 there were 516 less lower primary schools than in 1935-36 and 1,527 less lower primary schools than in 1931-32.

260. The number of recognised Urdu primary schools was 2,230 in 1936-37 against 2,428 in 1931-32. It appears that the common school is becoming more popular as stated in an earlier paragraph. But caution will have to be exercised that the starting of common schools be not unduly expedited, as there are not many teachers now who can give efficient instruction in both the scripts. The figures for Sanskrit primary schools show an increase of 50 during the five years. For a poor province like Bihar the common school is the ideal primary school. The Urdu and Sanskrit primary schools do not always make for efficiency, as the *maulavis* and *pandits* are, more often than not, poor teachers of any subject except literature.

261. The increase in the total number of schools under public management is gratifying as these schools should be permanent and reasonably efficient. The decrease in the number of other kinds of

schools, accompanied by the transfer of more schools to the management of local bodies, is not, therefore, a bad sign.

262. The following table shows the proportion of pupils in the different classes during the quinquennium.

	Number of Indian boys in—					Percentage in—				
	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
1	2	3	4	5	6	7	8	9	10	11
Class-Infant ..	...	..	220,413	229,753	223,048	...	...	30·9	31·9	31·2
,, I ..	354,980	347,116	146,887	146,765	147,309	52·5	50·8	20·6	20·4	20·6
,, II ..	134,828	139,475	138,260	127,406	127,762	19·9	20·5	19·3	17·7	17·9
,, III ..	101,373	105,519	108,663	108,837	105,296	14·9	15·4	15·2	15·1	14·7
,, IV ...	48,412	51,048	57,168	60,702	62,085	7·2	7·6	8·0	8·4	8·7
,, V ...	37,354	39,288	42,729	46,695	49,788	5·5	5·7	6·0	6·5	6·9
Total .	676,947	683,946	714,240	720,158	715,288	100	100	100	100	100

The figures for classes IV and V are encouraging as indicating an upward move which has been consistently maintained. The opening of the new infant class in the year 1935 and the large number of new admissions in the class in that year have introduced a new factor into the primary educational organisation and statistics. The percentage figures, therefore, for classes I, II and III in the table above are not so steady. Class II, for example, which showed a percentage of 19·9 in 1932-33, attains the percentage of 20·5 in 1933 34 but it goes down to 17·7 in 1935-36 (after the introduction of the infant class). It is encouraging, however, that it shows a tendency to go up again. As the new syllabus becomes more and more familiar to teachers, the results will be more and more uniform. At any rate, the percentage figures in the last column of the table above

Indicate a more even distribution of pupils over the various classes than is indicated by the figures of the previous quinquennium given below :—

Year.	Percentage of Indian boys in classes I to V who are in class—				
	I.	II.	III.	IV.	V.
1	2	3	4	5	6
*1927-28	58·3	18·6	13·4	5·7	4·0
*1931-32	53·1	20·8	14·9	6·3	4·9

*Note.—It does not make much difference though the 1927-28 figures combine those of Orissa separated from Bihar from April 1st, 1936.

Out of a total number of 35,314 boys admitted to class I in 1932 5,589 passed out of class V in 1936. The number of those duly completing the lower primary stage in 1936 was 23,637 out of 1,32,703 admitted to class I in 1934. The percentage of success at the lower primary stage is 17·81 and that at the upper primary stage 15·82. The rather low percentage of the literacy figures is due to a certain extent to the weak, inefficient and unattractive one-teacher schools which fail to retain pupils sufficiently long for any lasting effects of schooling. The table below gives the statistics for single-teacher primary schools for boys in the province showing the number of schools and enrolment in each district during 1936-37 :—

Name of district.	For boys' schools.		For girls' schools.		Remarks.
	Number of schools.	Enrolment.	Number of schools.	Enrolment.	
1	2	3	4	5	6
Patna	1,017	27,668	233	5,273	
Gaya	1,373	32,749	159	3,420	
Shahabad	903	28,254	104	2,623	
Total for Patna Division ...	3,293	88,671	496	11,316	

Name of district.	For boys' schools.		For girls' schools.		Remarks.
	Number of schools.	Enrolment.	Number of schools.	Enrolment.	
1	2	3	4	5	6
Saran	933	36,765	99	2,194	
Champaran	452	10,855	103	1,895	
Muzaffarpur	1,167	30,603	145	3,105	
Darbhanga	1,293	29,798	271	5,817	
Total for Tirhut Division ..	**3,845**	**108,021**	**618**	**13,011**	
Monghyr	975	25,886	152	3,525	
Bhagalpur	852	20,571	131	2,744	
Purnea	637	18,231	144	3,467	
Santal Parganas	625	16,637	38	938	
Total for Bhagalpur Division	**3,089**	**81,325**	**465**	**10,674**	
Hazaribagh	379	7,889	29	554	
Ranchi	693	15,950	35	871	
Palamau	312	7,525	33	799	
Manbhum	534	14,419	35	1,017	
Singhbhum	183	4,917	13	319	
Total for Chota Nagpur Division	**2,101**	**50,700**	**145**	**3,560**	
Grand Total ...	**12,328**	**328,717**	**1,724**	**38,561**	

263. I turn next to finance and the allied questions of primary education programmes and Government grants to district boards for the carrying out of these. The principles on which district boards should frame their primary education programmes and the modifications of

details relating thereto from time to time were discussed at length in the third and in the fourth quinquennial review of the progress of education in Bihar and Orissa. During the quinquennium under review, the progress made with the programmes for the improvement and expansion of primary education was examined in the year 1934-35. It was found (*a*) that the boards had generally fulfilled or more than fulfilled the programmes approved in 1927-28 in the matter of middle and upper primary schools; (*b*) that improvement had very little consideration as compared with expansion; and (*c*) that the programmes were losing their value owing to want of funds to carry them out, the gap between actual expenditure and the cost according to the programmes based on Government circulars remaining substantially unbridged.

264. The policy of Government in the matter of expansion of primary education, as originally laid down in a circular in 1924, aimed at providing education up to the lower primary standard, of 8 per cent of the male population, and facilities for further education for a certain proportion were to be provided on an area-cum-population basis. A Government Resolution in 1926 modified the previous Resolution, and on that basis what came subsequently to be called "revised programmes" were asked for and received from district boards; but it was found that these had already become out of date. This resolution re-affirmed Government's policy about the provision of two teachers in every lower primary school, though immediate insistence on it was not made. In 1927 Government again made changes in the matter of its policy in respect of lower primary schools. One of the most important changes was that the objection to the opening of new one-teacher schools by boards or aiding them where necessary and where accommodation for a single two-teacher school was not available, was withdrawn. A subsequent Resolution in 1929 allowed the creation of one-teacher infant schools with two classes only and two-teacher upper primary schools with classes II—V only. Lower primary schools having three teachers were allowed to become upper primary schools, provided no teacher was required to teach more than two classes of 30 pupils. The position in respect of programmes has not improved much since the beginning of the last quinquennium from the point of view of finance. The accepted policy of Government that every primary school should have at least two teachers has had to undergo modification again, as it was found that certain exceptions to this rule were necessary. It has now been decided that one-teacher schools of the following types may be granted recognition certificates (mentioned in a previous paragraph) of the class they deserve:—

(*i*) *A feeder infant school with the infant class and class I only.*—Such a school must have a trained teacher, preferably a woman, and must comply with the minimum requirements as to space, light and equipment. To make this form of school useful, there must be a school with classes II and III within two miles to which the children who pass out from class I can go. The certificate in this case is granted for the two classes only. If an additional class is opened without extra provision of staff being made the certificate will automatically be withdrawn

(*ii*) *A lower primary school without the infant class and class I.*—In sparsely peopled areas, which can support two or three feeder infant schools in villages none of which is sufficiently central to take children in classes II and III from the others, a centrally situated one-teacher lower primary school may be recognised with classes II and III only. Such a school should be within two miles of at least two feeder infant schools, neither of which can send to a full lower primary school those of its pupils who pass out from class I. In this case, too, the teacher must be trained, and the minimum requirements as to space, light and equipment must be complied with.

(*iii*) *An upper primary school without the lower primary classes.*—This case is similar to (*ii*) above. Where several lower primary schools exist in villages, none of which is sufficiently central to serve as the site of an upper primary school for all, a school consisting of the upper primary classes only with a qualified teacher and in a central position may be fully recognised, provided that it complies with the minimum requirements as to space, light and equipment.

(*iv*) A four-class lower primary school in a sparsely populated area, subject to the following conditions:—

(*a*) The area served by such a school must be cut off from the nearest primary school either by a distance exceeding two miles or by real physical barriers. If there is a properly staffed primary school about two miles away, the needs of the area can best be served by a feeder infant school, leaving the boys of classes II and III—aged about 8 to 10—to walk the two miles to the nearest properly staffed primary school.

(*b*) There should not be two such schools within two miles of each other. If there are, one should be a feeder infant school, the boys of classes II and III going to the other, which will probably, in this way, have a roll number sufficient to justify two teachers.

(*c*) The number of new beginners to be expected each year should not be less than 4 or more than 8. If the number regularly approaches the higher of these figures, it is probable that the size of the school will justify two teachers.

(*d*) The school must have a trained teacher and must comply with the minimum requirements as to space, light and equipment.

265. The table below gives figures for the recurring grants to district boards and municipalities during the quinquennium:—

Year.	District boards.	Municipalities.
1932-33	23,95,335	1,43,946
1933-34	25,48,024	1,57,845
1934-35	25,48,691	1,59,194
1935-36	25,48,692	1,56,120
1936-37	26,13,595	1,69,680

On account of the prevailing financial stringency a ten per cent cut in the grant to local bodies for primary education had to be made in 1932-33. To a large extent local bodies made good the reduction from their own funds. During the year 1933-34, the ten per cent cut in the recurring grants was reduced to 4·22 per cent and in the year 1935-36 the balance was restored. No new principle or policy was laid down in respect of Government grants.

266. Capital grants to district boards for primary school buildings during the five years amounted to Rs. 1,39,722 and the grants to municipalities amounted to Rs. 41,602. Educationally the great importance of the proper housing of primary schools can hardly be denied and the want of suitable houses providing satisfactory accommodation for two teachers has been keenly felt Various plans have been discussed and those now adopted and recommended by the department provide buildings with rooms which are made longer and narrower than usual so that they might each accommodate two classes facing different directions Again, the narrower the building, the more easy it is to roof it with local materials. Model two-roomed buildings were erected in the grounds of the Bihar and Orissa Provincial Exhibition held at Patna in the year 1936 and these attracted considerable interest. One was a steel-frame building with corrugated iron roofing and the other its counterpart of such materials as are easily available in villages. The estimated cost of the steel-frame alone was from Rs. 900 to Rs. 1,000 with a verandah, and from Rs. 700 to Rs. 800 without a verandah, while the cost of the *kachcha* type was estimated at Rs. 384. The amalgamation of small, inefficient schools has made the necessity of suitably planned school-houses all the greater, not only from the educational but also from the economic point of view. In 1936, Government conveyed their sanction to a non-recurring grant of Rs. 5,000 for the current year to each of the district boards including the district committee in the Santal Parganas. The important conditions laid down were :—

(1) for each unit of Rs. 1,250 that is given, two rooms should be constructed, any additional expenditure incurred being either met from local contributions or (if it is met from the board's funds) being added to the minimum which the board is required to spend on education ; and

(2) the plan to be adopted should be either—

(*a*) that approved by Government in 1926 along with the modifications sanctioned in 1929, or

(*b*) that for a permanent primary school shown at the Bihar and Orissa Exhibition, 1936, or

(*c*) some other plan providing not less accommodation than that provided in the plans mentioned above and a *pucca* roof or a roof of corrugated iron.

If any board wishes to construct buildings of any other type, it should obtain the previous approval of Government to the plan and estimate, but such approval will not be given unless the design is sufficiently

strong to ensure that the cost of maintenance is not excessive. The grant is liable to resumption if it is not spent within two years from the date of the payment of the grant on the objects for which it is made.

During the year 1936-37, five district boards obtained the full grant and one to the extent of half only. Eight municipalities and one notified area committee also obtained building grants amounting to various sums for the erection of primary school buildings during the current year. In the bigger towns, large six-roomed primary schools are recommended in view of the policy of concentration. In this connection, the Jamshedpur Notified Area Committee, which spent Rs. 42,471 during the year 1935-36 from its own funds on buildings for primary schools, deserves mention.

267. Government's inability to make further recurring grants and the introduction of the 10 per cent cut in 1932-33 (reduced to 4·22 per cent in the following year) reacted on the pay of teachers. Many boards also introduced cuts in the salaries of teachers and some cuts in the increments over the standard rates where these were paid. In Saran, where education is free, complaints are heard from teachers about the continuance of the cut in the amount of Rs. 3 paid to teachers of primary schools paid in lieu of fees The *gurus* hardly get living wages, and the average fee realised from each pupil, which in 1931-32 stood at Rs. 1-1-1, dropped to Re 0-13-7 in 1935-36 and 1936-37. This fall is due to economic causes and to the growing tendency to avoid payment of fees, on account of poverty, particularly in semi-urban areas and also in the outlying rural areas. Even with the restoration of the grants, it was found that local bodies would not be able to pay the prescribed rates to their trained teachers without withdrawing aid from some schools and thereby causing hardship. It was, therefore, decided to fix for each district the minimum number of trained teachers to be given the prescribed pay. The total number for the province is 12,130. During the year 1935-36, the actual payment of these salaries by the boards was made a condition precedent for the payment to them of the full grants. All the boards were able to complete the payments during the year 1936-37 except those of Monghyr, Patna and Darbhanga who made the payments early in the year 1937-38. The table below gives the comparative figures for the average pay of teachers in primary schools at the end of the last quinquennium and in the year 1936-37 :—

Kind of employment.	Number of teachers in 1936-37.	Monthly pay in 1936-37.	Average monthly pay in 1936-37.	Average monthly pay in 1931-32.
		Rs.	Rs.	Rs.
Board schools	7,251	83,872	11·5	11·1
Municipal schools	1,126	19,527	17 3	16·9
Privately managed schools	22,111	2,01,024	9·09	9·2
Total	30,488	3,04,423	9·98	9·8

It will be seen that only in the municipal schools is there an appreciable rise in the average monthly pay of teachers.

268. The administration of primary education by local bodies continues to be somewhat unsatisfactory and to leave much room for improvement. Many of the drawbacks are the outcome of the existing system of departmental administration. The statutory rules, for example, are rendered ineffective by the dual control which both the department and local bodies exercise. It is the operation of the rules relating to transfers, appointments and dismissals of teachers and the creation of new stipends which have been the most prolific source of disagreement between the educational staff and the local bodies. Although instances of open friction may not be many, and it cannot be expected that there should always be agreement between the educational staff and the local bodies, the advancement of primary education requires a revision of the rules governing the relations between the two. It also appears that it is the sense of prestige from which neither boards nor the inspecting staff seem to be exempt which is the real issue between them. As far as can be gathered from the district reports, the majority of the complaints of maladministration are made not against district boards but against local boards or union boards and union committees or rather against the chairman or vice-chairman of these bodies who seem to act in an arbitrary manner. As an instance may be mentioned the withdrawal of the control of education from four such bodies in 1934-35 by the Gaya district board. The district inspector is no longer a member of the district board nor are the deputy inspectors members of the local boards, and they, therefore, have no direct concern with appointments and transfers of teachers of primary schools or even with the opening of new schools. On the union boards the department continues to be unrepresented. With neither inspecting officers to advise them nor education committees to guide them, the administration of primary education in their areas is bound to suffer. Though district boards appear to lack courage to take back the control of education from such local and union boards under them as have proved unfit for the responsibility, matters sometimes come to such a pass that a district board is compelled to take such an extreme step. The district board of Saran, for example, had, of late, to withdraw from the Maharajganj and Dighwara union boards the control of primary education. Cases of victimisation of teachers are also not infrequent. The special officer reports a case in which a teacher, dismissed by the Madhubani local board in 1933 and since declared by Government to have been unjustly treated, has not yet been re-instated. Much harassment is also caused in such cases by the very long-drawn procedure adopted for setting such wrongs right. The question of the administration of education by local bodies has also been dealt with at some length in the chapter on controlling agencies.

269. Some of the rampant evils in the administration of primary education are (*a*) the absence of programmes, resulting in a haphazard and unsystematic location of schools, (*b*) the creation of stipends and the opening of new schools on political or other non-educational grounds (*c*) the preference given in the matter of appointments, from politica

or other considerations, to untrained teachers when trained teachers are available, (*d*) the irregular attendance of pupils and teachers, (*e*) the multiplication of and encouragement to inefficient schools by local bodies, (*f*) the use made of teachers for work other than education, (*g*) the continuance of a large number of one-teacher schools, (*h*) half-heartedness and lack of devotion to duty on the part of the teachers many of whom are simply marking time all the year round, (*i*) the inefficiency of the subordinate inspecting staff in view of the unduly large number of schools which they have to visit.

270. Meanwhile, attempts have been made to effect such improvements as are possible. Throughout the province one now comes across in schools specimens of handwork, attempts at school gardens, games and recreational activities and in many of them improved methods of teaching. The revival of the post of the special officer has been fruitful of results. There has been much better consolidation of the ground than before on the academic and the organisational side. A reorientation of the outlook on primary education has at least been brought about.

271. The new primary syllabus, introduced from January, 1936, while recommending the teaching of the 3 R's as the main purpose of the primary schools, lays great stress on handwork, nature study and the study of the environment of the child. This may be seen from the time allotted to these subjects in the different classes of the primary school, viz :—

Infant class	...	Play including sense training, four hours a week.
Class I	..	Play, including sense training, four hours a week.
Class II	...	Study of environment, 3½ hours ; handwork, three hours.
Class III	..	Study of environment, three hours ; handwork, three hours.
Class IV	...	Handwork and drawing, two hours ; gardening and nature study, two hours.
Class V	...	Handwork and drawing, two hours ; gardening and nature study, two hours.

More time for extra-curricular activities and for other forms of rural uplift work can hardly be provided without impairing the general education of the pupils. Not much, therefore, has yet been done regarding these activities. Again, the schools have not yet sufficiently settled down to work according to the new syllabus to be able to spare attention for extra-curricular activities. All the divisions report some work done so far as personal hygiene, play and teaching of sanitation are concerned. Annual gatherings of primary-school teachers are held in convenient centres at which hygiene lectures are delivered by the school medical officer. In order to make the teaching of sanitation and hygiene to primary-school teachers more effective than now, smaller gatherings on a somewhat altered basis have been under consideration. The Chota Nagpur Division reports that the introduction of supervised silent study in many upper primary schools has proved a success. Indigenous and

scout games are played in such primary schools as can provide grounds, and the special officer has recommended the provision of playgrounds for schools under notified area committees and municipalities. As regards village-welfare work, there is an item relating to primary schools in the scheme drawn up by the Co-operative Department, viz., to encourage children of school-going age to attend primary schools. Instructions were issued to officers of the Education Department to render such assistance to the rural welfare staff as may be required. Owing to the grant for the purpose being small (viz, Rs. 40,000) and the rural welfare staff being limited, it has not been possible to attend to many of the items in their programme. Besides, the welfare officers have been directed to concentrate on such items of the programme as are considered to be practical in each centre. The co-operation between the two allied departments in securing better attendance of pupils at primary schools is, however, a move in the right direction. It does not, however, appear to be possible to secure appreciably permanent results so long as the main cause which neutralises the efforts of the departmental authorities is there, viz., the want of a proper administrative machinery for primary education.

272. Local bodies, as at present constituted, cannot, it seems, use their powers in the best interests of education. The department has considered the matter and made suggestions for improvement from time to time. One suggestion is that Bihar being essentially an agricultural province, the rural areas must have their "men on the spot" for the administration of primary education. The district board is a far too remote and indirect agency for the villages which, therefore, should be provided with a machinery which can look after and settle their educational affairs more promptly, efficiently and expeditiously than is possible now. Such a machinery may be secured by setting up *ad hoc* educational boards at subdivisional and district headquarters, which will act as co-ordinative agencies for the smaller local educational boards working, as far as possible without interference, in the rural areas These boards should consist of representatives of the existing local bodies and of nominees of the Government. Unlike the district and local boards such bodies should be able to devote their whole time to education, and being representative of all the interests and areas, would be more likely to act in an impartial way than the agencies by which education is now administered Another suggestion is that village school committees, like the school boards which were set up in England when education was made compulsory, might be created and be made responsible at least for erecting and maintaining school-houses in their areas. Such committees with statutory powers should be of great help to the administration of primary education in the country. Time may only show if, as in England, these committees may also be armed with powers to levy an education cess, without which it is difficult to see how the funds for the further expansion and improvement of primary education can be provided.

273. In the last quinquennial review, compulsory education for boys was reported to be in force, so far as Bihar is concerned, in the Ranchi

municipality and in the Gopalganj and Maharajganj unions in Saran and in the Jamhore union in Gaya. The experiments at Gopalganj and Maharajganj failed and were terminated.

274. In Ranchi town primary education for boys has been compulsory since January, 1921. A report on how far compulsion has been effective in this area during the past ten years was submitted in 1931. One of the problems to be solved was that of finding the capital cost of providing the required accommodation for pupils of compulsory school-going age. The average attendance in the last quinquennial review was reported to be only 83·5 per cent, and irregularity in attendance was mentioned as a handicap. Matters have since improved and the annual report for 1932-33 recorded a great improvement in attendance, the percentage having increased from 83·5 to 92. Compulsion, at any rate, has proved to be effective in Ranchi, as nearly 80 per cent of the boys of compulsory school-going age attended schools in 1933-34. The following year witnessed still greater progress: 2,861 boys were on the rolls of the schools out of the 2,883 of school-going age as compared with 2,445 out of 2,644 in the previous year. There was also a steady improvement in daily attendance which was nearly 93 per cent. The figure for the year ending 31st March, 1937, for boys of compulsory school-going age was 3,078 of whom 3,034 attended schools. The percentage of attendance recorded a slight decrease from 93 of the previous year to 92·54 in the year under report but might be characterised as satisfactory on the whole. The question of increased accommodation for the primary schools in Ranchi is, however, very pressing and requires immediate attention. Another very urgent need is that for improving school equipment. As for the progress of pupils in the schools, the special officer's report mentions many cases of wastage and stagnation and is pessimistic about the efficiency of the "compulsory" schools. The total expenditure on these schools in 1936-37 was Rs. 31,472, the cost per pupil being Rs. 9-10-9 against Rs. 6-5-5 in the ordinary primary school.

275. The introduction of free and compulsory primary education in the Jamhore union board area was first sanctioned by Government in 1927 for three years, compulsion being actually introduced from the 1st September of that year. Later, the scheme was re-sanctioned up to December, 1932. Although the area under the Jamhore union board was subsequently increased by the inclusion of 11 other villages, compulsion continued only in the area to which the Act was originally applied, as the board could not finance it in the added area. At Jamhore the cost of compulsion has all along been met by the district board which provided the schools with the necessary buildings during the year 1930-31. The number of boys of school-going age was 146 according to the census taken in 1927. The number since does not seem to have gone up very much, as it stood at 156 only in 1935-36 The special officer found only 112 boys on the rolls in the two schools in the union, the bulk of the boys coming from outside the compulsion area. Government have sanctioned the continuance of the scheme on condition that the defects pointed out by the special officer are removed. The

scheme virtually had no legal sanction since the end of the year 1932 and compulsion had recently been nominal, particularly because there was no attendance officer to enforce it for a considerable period. The statistics of compulsory primary education are given in the table below :—

Province.	Act.	Number of areas under compulsion in 1936-37.		
		Urban areas.	Rural areas.	Numbe of villages in rural areas under compulsion.
Bihar ...	Primary Education Act, 1919.	1	1	1

276. Free education apart from compulsion continued to be provided during the quinquennium under report or part thereof in Saran and in the municipalities of Daltonganj and Samastipur with varying and indifferent success. In the backward district of Ranchi also (reports from which are wanting) no fees are charged. The experiment at Samastipur died a natural death in the year 1934-35 and that in Daltonganj lingered on into the year 1935-36. At no time was the system in any of the areas reported to be working well. The numerical strength of the fee-charging schools increased, while that of the free schools decreased showing the unpopularity of the latter. Saran, where there is a great demand for popular education, is still carrying on with the scheme, though conditions are generally very unsatisfactory. Overcrowding, bad-housing conditions and single teachers with large numbers of pupils in their charge continue to be the chief defects of the system.

277. In the last quinquennial review, it was observed regarding the administration of primary education in towns that improvements are difficult to effect without the help of large grants from Government. While this remark still holds good, attempts at improvements under existing conditions have been made. As reported in the last quinquennial review, the towns of Ranchi and Jamshedpur and the new capital at Patna continue to devote considerable attention to their schools and those at Jamshedpur and Patna are well housed and staffed. Successive special officers have tried to give effect to a policy of concentrating pupils in large, efficient schools in the different municipal areas. A scheme for concentrating the pupils of 61 small schools in 25 larger schools has been prepared for the Gaya municipality by the special officer. The scheme has already been partially carried out. On similar lines, tentative schemes for the municipalities of Bhagalpur, Daudnagar and Tikari have been pepared. Apart from funds being the crux of the matter, much depends on the zeal and efficiency of the municipal boards themselves. One of the means suggested is the securing of long-term loans by the smaller municipalities payable in easy instalments where the capital cost on the schemes

is not expected to be very high. For the same expenditure which is made now, possibly far better results could be had in municipal areas by following a sound educational policy. Special mention may be made of Monghyr to which on account of the total destruction of the primary school buildings by the earthquake of 1934, a grant of Rs. 31,200 was made and where three six-roomed buildings providing accommodation for 180 pupils each are in the course of construction. Usually, the municipal areas continue to be content with too many small schools housed in unsatisfactory and insanitary premises.

278. The only cantonment area in the province is that at Dinapore. As reported in the last quinquennial review, the Dinapore cantonment committee took over charge of the primary schools in its area during the year 1929-30. A policy of concentration has since been systematically followed with the result that the number of schools has been now reduced from four to one. This is an upper primary school having a spacious building with quarters for the headmaster, completed in the last year at a cost of Rs. 11,627, two-thirds of which was found by Government. The school has nine teachers, including two Urdu teachers, the number of pupils on the roll being 207 in the current year. The direct expenditure incurred by the committee on the school was Rs. 1,835 against Rs. 1,896 last year. A girls' school for the area has been a long-felt want which, it is hoped, the cantonment committee will soon supply.

279. The number of night schools in the province fell during the five years from 175 with 4,078 pupils to 122 with 3,150 pupils. The Chota Nagpur division reports the largest drop, viz., from 82 schools with 1,778 pupils in 1931-32 to 47 with 1,319 pupils in the last year. The next big drop in numbers has been in the Bhagalpur division which has lost 17 night schools during the five years. In the Patna division, the number of such schools has remained stationary and the number of pupils shows a slight increase by 6. In the Tirhut division though the number of schools has fallen by only one, there has been a decrease in the number of pupils by as many as 176. No fees are charged in the schools, but their general reputation has been poor and it is not surprising that for want of popular support they die out. One very weak feature common to all the schools is that, on an average, only about 50 per cent of the scholars in them are adults. The Night School Association, Muzaffarpur, is reported by the Tirhut inspector as doing good work as a supervising agency.

280. The number of school post offices has fallen during the five years from 187 to 161. The rate of remuneration given by the postal authorities varies from Rs. 7 to Rs. 14 per month. There is nothing much to commend in the system except that in out-of-the-way places the post office remuneration helps to keep the locality supplied with a teacher, which might otherwise go without one.

281. During the year 1936-37 Government decided that, at the preliminary selection of candidates for upper primary scholarships, the number of pupils chosen might be ten times instead of five times the number of scholarships available. In the same way, an increase from four times to eight times was made in respect of candidates for lower primary scholarships.

282. The number of trained teachers in primary schools has risen during the five years from 15,098 to 18,369.

CHAPTER IX.

Oriental Studies.

283. The oriental studies dealt with in this chapter comprise Sanskrit and Islamic studies so far as they are pursued in special classical institutions which do not form part of the general secondary or collegiate educational system. The departmental officer, who advises the Director on all questions affecting Sanskrit education and has to inspect all institutions in which Sanskrit is taught, is the Superintendent of Sanskrit Studies. The departmental officer, who advises the Director on all questions affecting education in Arabic and Persian and has to inspect all institutions in which these languages are taught, is the Superintendent of Islamic Studies. Recognized Sanskrit institutions are of two kinds, viz., (1) Sanskrit vidyalayas or *tols* which prepare candidates for the first or *prathama*, second or *madhyama* and *acharya* or title examination, and (2) primary Sanskrit schools (or *pathshalas* as they used to be formerly called) which teach Sanskrit in addition to the departmental vernacular curriculum in reading, writing and arithmetic up to the lower primary or upper primary standard. Recognised Islamic institutions also are of two kinds, viz., (1) *madrasas* which prepare candidates for the examinations held by the Madrasa Examination Board, and (2) primary Urdu schools (or *maktabs* as they used to be formerly called) in which no classical language (Arabic or Persian) is taught, but religious instruction on the Islamic system is given in addition to secular instruction up to the primary standard in Urdu. The primary Urdu schools, therefore, really come within the scope of Chapter VIII in which they have been treated. The control of the Sanskrit institutions in the province is exercised through the Sanskrit Association which conducts their examinations and consists of a Convocation and a Council each having the same President appointed by Government and the same Secretary (the Superintendent of Sanskrit Studies, *ex-officio*). The control of the Islamic institutions in Bihar is exercised through the Madrasa Examination Board which conducts their examinations and consists of 16 members with a President appointed by Government and with the Superintendent of Islamic Studies as its Secretary, *ex-officio*.

284. Figures for different classes of recognised classical institutions and their pupils in Bihar at the beginning and the end of the quinquennium are summarised below :—

Class of institutions.	Recognised institutions.	
	1936-37.	1931-32.
Sanskrit tols	292	223
Pupils in tols	10,341	7,848
Primary Sanskrit schools	734	682
Pupils in primary Sanskrit schools	21,360	18,267
Madrasas	39	43
Pupils in madrasas	3,151	3,008

285. During the quinquennium two general elections to the Sanskrit Convocation were held in 1933 and in 1936, and the Convocation met as usual once every year. The Sanskrit Council met twice and, in each year of the general elections to the Convocation, thrice. They ceased to exercise any control over the Sanskrit institutions in Orissa from the 1st April, 1936, and were consequently re-constituted on the basis of their reduced territorial jurisdiction, the strength of the two bodies being cut down from 75 to 51 and from 20 to 16, respectively, the post of their Vice-President being abolished, and the members resident in Orissa being formed into a separate Association. In addition to these members, all persons, who give a sum of not less than Rs. 10,000 for the encouragement of Sanskrit education, shall, under orders passed by Government in 1934, be members for life of the Sanskrit Convocation.

286. On the resignation in 1935-36 by Raja Bahadur Kirtyanand Singh of Banaili of the post of President of the Sanskrit Association, after many years of valuable service, the Hon'ble Maharajadhiraja Sir Kameshvar Singh, K.C.I.E., of Darbhanga, was appointed to be the new President.

287. In 1932-33 the Sanskrit Council decided to recognise the title and *madhyama* examinations of the Calcutta Sanskrit Association as equivalent to its own *madhyama* and *prathama* examinations; also, that all candidates for its examinations should be required to produce certificates of diligent and regular study from the heads of the institutions concerned. In 1933-34 it was decided that *pandits*, who had passed the *acharya* examination in one subject, should be allowed to appear at the *shastri* examination in another subject in one year and the *acharya* examination in that subject in the following year. In 1936-37 Government sanctioned the division of the *madhyama* examination into three parts for which the Sanskrit Association had long been pressing. Since 1934-35 the *acharya* examination is being held in its fourth part also In that year separate centres were opened for girl candidates for the first time, and this has led to an increase in the number of such candidates.

288. In 1934-35, on the recommendation of the Primary Education Committee, Government decided that Sanskrit *pathshalas* should henceforth be named "primary Sanskrit schools" and that the time allotted to Sanskrit should be reduced from two periods to one period a day, since in primary Urdu schools only one period a day was allotted to religious instruction on the Islamic system.

289. As a result of primary Sanskrit schools being classified under the usual categories of lower primary and upper primary schools towards the close of the quinquennium, the status of a considerable number of Sanskrit *pathshalas* was lowered to that of a lower primary school, though in many cases they were managed by two teachers. This is reported to have caused some dissatisfaction among the teachers of these schools. The course in the primary Sanskrit school has been extended

from 5 to 6 years in order to provide for the more effective teaching of the vernacular curriculum. So far as the teaching of Sanskrit is concerned, the Superintendent reports very little improvement in these schools. The chief reason for this, according to him, is that the ordinary inspecting staff who alone are in a position to devote a considerable portion of the time at their disposal to the inspection of this class of institutions, are mostly so ignorant of Sanskrit that it is hardly possible for them to point out the defects in the Sanskrit teaching and make suggestions as to how this part of the work could be improved. The discipline, daily attendance and examination results in the vernacular curriculum in these schools, however, were found to have considerably improved, mainly owing to the efforts of the ordinary inspecting staff.

290. In 1935-36 the University of Patna instituted two new degrees of Bachelor of Oriental Learning and Master of Oriental Learning for the benefit of students who wish to specialise in a classical language but have a knowledge of English up to the standard required for the degree of Bachelor of Arts. The degree of B.O.L. is awarded to such Sanskrit title-holders as, after passing the Intermediate examination, either wholly or in English alone, pass the B.A. examination in English as well as in papers IV, V, or VI of the Honours course in Sanskrit prescribed for the B. A. degree. A candidate for the degree of M.O. L. must after obtaining the B. O. L. degree attain the standard prescribed for the M.A. degree in a classical language.

291. So far as the province of Bihar is concerned, the number of recognised *tols* rose from 223 in 1931-32 to 281 in 1935-36 and to 292 in 1936-37 and that of their pupils rose from 7,848 in 1931-32 to 9,459 in 1935-36 and to 10,341 in 1936-37. The number of recognised Sanskrit primary schools in Bihar rose from 682 with 18,267 pupils in 1931-32 to 744 with 20,965 pupils in 1935-36. In 1936-37 their number slightly fell from 744 to 734, although their pupils increased from 20,965 to 21,360. It will thus be seen that there has been a steady and substantial increase in the number of pupils in Sanskrit institutions during the five years.

292. The practice of speaking and imparting instruction through the medium of Sanskrit was vigorously followed in a large number of *tols* with the result that both the teachers and their pupils are now much more competent to hold conversation and deliver speeches in Sanskrit than five years ago. The discipline and management of the *tols*, also, show marked improvement during the quinquennium and there has been a considerable decrease in the number of cases of irregular and delayed payments of their dues to the teachers of *tols*, which has naturally led to a definite improvement in their work of teaching.

293. The condition of Sanskrit education in Ranchi and Singhbhum districts is reported by the Superintendent to be particularly unsatisfactory.

294. With the separation of Orissa on the 1st April, 1936, the special inspecting staff for Sanskrit institutions was reduced from 3 to 2, and there were left only the Superintendent and an Assistant Superintendent of Sanskrit Studies for Bihar to cope with

the task of regularly inspecting 292 recognised *tols* and 734 recognised primary Sanskrit schools besides a number of Sanskrit institutions not yet recognised. The inadequacy of this special inspecting staff was a matter for comment in the last quinquennial review and has been emphasised in every subsequent annual report. In addition to inspecting Sanskrit institutions the Superintendent has also to inspect the teaching of Sanskrit in high schools and to act as the Registrar of all Sanskrit examinations. He has heavy, sometimes exacting, duties in connection with the elections and meetings of the Convocation and the Council, being the Secretary, *ex-officio*, of both, and he is the controlling officer, at present, for the Sanskrit college at Muzaffarpur. The prolonged strain of such onerous and multifarious duties cannot but be detrimental to the continued efficiency of the Superintendent. The Superintendent visited 81 *tols*, 6 high schools and 73 primary Sanskrit schools, while the Assistant Superintendent visited 7 *tols* and 76 primary Sanskrit schools in the year 1936-37, the two together disposing of considerably less than half the total number of *tols* and about one-fifth of the total number of primary Sanskrit schools during the whole year. At this rate a *tol* stands a chance of being inspected only once in three years, and a primary Sanskrit school once in a quinquennium.

295. During the five years the number of candidates for the various Sanskrit examinations has strikingly increased as will be seen in the following table :—

Name of examination.	Number of examinees.		Number passed.	
	Public.	Private.	Public.	Private.
1	2	3	4	5
1936-37.				
Acharya	1,670	269+1	833	131+1
Madhyama	1,297	317+2	538	80+2
Prathama	2,655+5	954+6	1,304+3	314+1
1935-36.				
Acharya	1,453	412+2	672	152+2
Madhyama	1,248+1	335	467	72
Prathama	3,115+6	813+4	1,365+2	350+2

Plus figures in the table indicate the number of female scholar.

The number of private candidates from outside the province rose from 329 in 1931-32 to 365 in 1936-37. The number of girl candidates rose from 5 in the previous quinquennium to 14 at the end of the quinquennium under review. The increase in the number of girl candidates,

writes the Superintendent, would have been more marked, had the special *vidyalayas* for girls which were opened in the year 1933-34 continued to exist.

296. In 1932-33, owing to the financial situation, Government had to discontinue the grant of stipends and rewards on the results of the Sanskrit examinations and to curtail by 4 per cent the sum placed at the disposal of the Sanskrit Association for recurring grants to *tols*. The reduction in the grants, coming at the time it did, was specially unfortunate since the courses were simultaneously lengthened and more teachers were therefore required.

297. The amount placed at the disposal of the Sanskrit Association for grants-in-aid to *tols* was Rs. 40,590 in 1931-32, but, owing to the aforesaid reduction by 4 per cent, was Rs. 39,360 from 1932-33 to 1935-36. It is a matter for gratification that the reduction by 4 per cent. of the grant paid by Government for distribution to *tols* has now been discontinued and the old grant has been restored. In the year 1936-37, on the restoration of the 4 per cent cut, the amount available for aiding *tols* in Bihar was Rs. 27,333 against Rs. 26,240 in the four previous years. The number of *tols* in Bihar receiving aid from the Sanskrit Association was 121 in 1931-32, 135 in 1932-33, 143 in 1933-34, 151 in 1934-35, 157 in 1935-36 and 173 in 1936-37. The total amount placed at the disposal of the Sanskrit Association in 1936-37, remaining almost the same as that in 1931-32, it has been possible to aid a much larger number of *tols*, only by a drastic reduction in the rate at which the grants-in-aid were distributed. In each subsequent year after 1931-32, the rates of the grants-in-aid have ranged from Rs. 4 to Rs. 5 as the minimum to Rs. 115 as the maximum, but there are still 119 *tols* in the province which are unaided and which continue to exist in the hope that they will receive a grant-in-aid sooner or later. The suspension of the award of stipends and rewards on the results of the various Sanskrit examinations still continues, causing great dissatisfaction among teachers and students alike.

298. The Dharma Samaj Sanskrit College at Muzaffarpur is now the only *tol* managed by Government to be dealt with in this chapter, the Sanskrit College at Puri being excluded from the purview of this chapter on account of the separation of Orissa on the 1st April, 1936. The number of pupils in the Dharma Samaj Sanskrit College rose from 268 in 1931-32 to 384 in 1935-36 and to 504 in 1936-37, the percentage of attendance increasing from 69 at the beginning of the quinquennium to 79·6 at the end. The steady, and in the last year of the quinquennium, enormous increase in the roll is due partly to the provision of enlarged hostel accommodation and partly also to a growing realisation of the importance of Sanskrit learning. The expenditure on the College rose from Rs. 20,906 in 1931-32 to Rs. 23,648 in 1936-37, the increase being due to the restoration of the salary cut and the cost of constructing additional buildings. A semi-permanent hostel for 40 boarders was constructed to replace the rented hostel which collapsed during the earthquake of January, 1934, 3 boarders being killed and 12 others (with the assistant superintendent) injured. The damage caused by

the earthquake to the main college and hostel buildings was also thoroughly repaired, and 12 sets of temporary quarters for the staff were completed. Advantage was taken of the debris available from the surrounding buildings after the earthquake to fill up a large dirty hollow in front of the college, thus improving its sanitation to a considerable extent. An additional post of assistant pandit of Ayurveda in the college was sanctioned by Government during the five years. There were 175 boarders in the college in 1936-37 against 101 in 1931-32. The provision of a common room for boys with a recurring grant of Rs. 68 a year for the purchase of newspapers and periodicals has removed a long-felt want.

299. Two Sanskrit *pathshalas* and one *tol* for girls were opened in 1932-33 and 1933-34 respectively, but the *tol* was closed in 1935-36.

300. The number of pupils who joined Sanskrit institutions after passing the middle or upper primary examinations continued to rise throughout the quinquennium. This is a hopeful sign, for it should lead in time to a better class of teachers in Sanskrit schools.

301. The following table gives in two columns the items of expenditure from public funds in 1936-37 and in 1931-32 on such Sanskrit education as was not given in arts colleges and secondary schools :—

Item of expenditure.	Amount.	
	1931-32.	1936-37.
	Rs.	Rs
Inspection (including the whole cost of the office of the Superintendent and the Association).	16,138	14,697
Examination charges	8,210	15,840
Travelling allowance	823	3,981
Shastra vichara	...	...
Sanskrit college managed by Government including indirect charges	15,564	23,647
One Ayurvedic school including indirect charges ...	19,495	17,469
District Board managed *tol*	240	234
Grants-in-aid	27,191	27,797
Stipends and rewards	7,548	...
Total	95,209	1,03,665
Less Receipts	8,748	18,935
Net Total	86,461	84,730
Add for Sanskrit *pathshalas* (including the cost of the ordinary primary education given in them).	93,532	1,05,359
Grand Total	1,79,993	1,90,089

302. The following table shows the number of unrecognised primary Sanskrit schools in Bihar in 1931-32 and 1936-37 :—

Class of institutions.	Unrecognized institutions. 1936-37.	1931-32.
Sanskrit *tols*	10	17
Pupils in *tols*	337	427
Primary Sanskrit schools	64	42
Pupils in primary sanskrit schools	1,405	1,018

It will be seen that the number of unrecognised Sanskrit *tols* as well as that of their pupils has definitely fallen during the five years. This partially explains the decided increase in the number of recognised *tols* during the same period, more and more new *tols*, which had been outside the pale of recognition, attaining the status of recognized institutions year after year. The number of unrecognized primary Sanskrit schools and that of their pupils, on the other hand, has appreciably risen between 1931-32 and 1936-37. The only explanation that has been suggested is that more strictness was exercised in according recognition to this class of institutions during the quinquennium under review, and that quite a number of them, aspiring to obtain recognition, cannot as yet afford to employ suitable teachers for such thorough instruction in the vernacular curriculum up to the primary standard as is now insisted upon in every recognized primary Sanskrit school. In the last quinquennial review it was stated that the increase in the number of Sanskrit institutions was mainly due to larger Government grants. The same observation can hardly be made in regard to the quinquennium under review, as the Government grants have not only not been augmented but were, on the contrary, curtailed for four consecutive years from the beginning of the quinqennium. The Superintendent attributes the increase in the number of Sanskrit *tols* and of their pupils to the growing popularity of Sanskrit education. This, in the ultimate analysis, however, may mean the lack of any other avenue for a certain class of boys passing from the middle and primary schools except admission into Sanskrit institutions where tuition and accommodation are free and in many cases some kind of stipend is also available to enable the pupil to defray his messing charges. Whatever might be the exact truth about the reasons underlying the steady growth in the number of *tols* and of their pupils during the last two quinquennia the difficulty which the ex-students of *tols* experience in obtaining employment still continues. The appointing authorities of the department find themselves flooded with applications whenever there is a vacancy for a classical teacher in any institution under their control. It is not possible to suggest any remedy for this state of things unless the public attitude towards classical education be materially altered, and posts in which general education and intelligence are required, be also thrown open to the ex-students of classical institutions. The problem, of course, is the same for students of *madrasas* as well as of *tols*.

303. The sum placed at the disposal of the Madrasa Examination Board for grants-in-aid to *madrasas* remained more or less stationary at the beginning and the end of the quinquennium, being Rs. 19,906 in 1936-37 against Rs. 19,610 in 1931-32.

304. The number of recognised *madrasas* has fallen from 43 to 39, but that of their pupils has risen from 3,008 to 3,151 during the five years. In 1935-36 the number of pupils rose to 3,213. The number of unrecognized *madrasas* has risen from 42 with 2,397 pupils in 1931-32 to 59 with 2,993 pupils in 1936-37. These figures indicate steady though slow progress in respect of Islamic education, and give no cause for alarm about the future of the *madrasas*. The large increase in the number of unrecognised *madrasas* may, however, be a matter of some concern inasmuch as the money at the disposal of the *Madrasa* Examination Board being limited, there is little likelihood of the unrecognized *madrasas* receiving any assistance to improve their efficiency, at any rate for some time to come.

The earthquake of January, 1934, caused considerable damage to the buildings of several *madrasas* and generous grants from Government were sanctioned for their repairs and reconstruction. The total sum given under this head was Rs. 36,876 in the last three years of the quinquennium.

305. During the first three years of the quinquennium the revision of the syllabus prescribed by the *Madrasa* Examination Board was continuously under the consideration of Government, on the basis of the report submitted by the committee which was appointed for this purpose in March 1930. The revised new syllabus, adopted in August 1935, includes English as a compulsory subject and also such additional subjects as Urdu and Elements of Physics for the *Alim* examination. The Superintendent of Islamic Studies observes that the introduction of these fresh and modern subjects requires the appointment of teachers who are not below the standard of graduates, and that it will not be possible, therefore, to introduce the new syllabus in many of the *madrasas* unless the annual allotment placed by Government at the disposal of the *Madrasa* Examination Board for distribution as grants-in-aid be considerably enhanced.

306. The Madrasa Islamia Shamsul Huda at Patna, the only *madrasa* managed by Government, had a record of steady improvement during the five years in respect of its roll number, its staff and its buildings. The roll rose from 278 in 1931-32 to 327 in 1936-37. A *darwan's* shed, a compound wall and the Principal's quarters were constructed during the five years. A proposal for the construction of another hostel, accommodating at least 40 more students, has been submitted by the Superintendent and is under examination. The Superintendent complains of the want of a proper playground for the *madrasa*, the land which was acquired by the founder of the *madrasa* for this purpose proving useless on account of its being unprotected and therefore used as a dumping ground by the neighbours. A common room for the pupils was opened during 1935-36 and a grant of Rs. 180 in 1935 and Rs. 68 in 1936 was sanctioned for the purchase of furniture and periodicals. In 1935-36 a special grant of Rs. 235 was also sanctioned for the purchase of teaching appliances.

307. The total expenditure on the *madrasa* at the beginning and at the end of the quinquennium was Rs. 29,468 and Rs. 29,748 respectively,

of which the Government grant has remained steadily in the neighbourhood of Rs 25,000 the balance being received from the income of the trust fund.

308. The death of Mr. Saiyid Nurul Huda, the founder and patron of the institution, in 1935, was a tragic event which was keenly felt by the students and the staff and deplored by the public in general. Mr. Huda had given away landed property of an annual income of Rs. 15,000 for the maintenance of the *madrasa*, and was the prime mover in converting the *madrasa* into a Government institution and in raising its efficiency in every way.

309. The results of the examinations held by the *Madrasa* Examination Board are given below for the years 1931-32, 1935-36 and 1936-37 at the different stages :—

Name of examination.	Number of examinees.		Number passed.	
	Public.	Private.	Public.	Private.
1936-37.				
Fazil	16	3	12	3
Alim	46	...	38	...
Maulavi	57	2	38	1
Mulla	102	8	54	...
1931-32.				
Fazil	11	2	10	1
Alim	27	2	20	1
Maulavi	48	6	32	1
Mulla	66	1	39	1
1935-36.				
Fazil	18	2	11	1
Alim	46	2	39	2
Maulavi	56	8	50	3
Mulla	99	3	64	4

CHAPTER X.

Technical, trade and vocational schools for Indian boys.

310. Five years ago, in Bihar alone, the total number of schools coming within the scope of this chapter, including the *ayurvedic* and *tibbi* schools at Patna, was 58, with 2,826 pupils and a direct annual expenditure of Rs. 6,57,704. The figures are now 56 schools with 3,470 pupils and a direct annual expenditure of Rs. 6,43,100. The single engineering and survey school, at Cuttack, is no longer included in the list of vocational schools for this province on account of the formation of

Orissa into a new province from the 1st April, 1936. These totals, however, cover many classes of schools as the following table shows :—

Class of schools.	1931-32.		1935-36.		1936-37.	
	Schools.	Pupils.	Schools	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Law schools	1	120	1	184	1	143
Medical schools	1	232	1	231	1	212
Ayurvedic and tibbi schools ...	2	204	2	164	2	178
Technical and ind strial schools for boys.	32	1,614	31	2,004	32	2,044
Commercial schools ...	13	338	13	482	12	556
Technical and industrial schools for girls.	8	278	7	256	7	283
Agricultural schools for girls	1	40	1	52	1	54

311. *Law schools.*—The only law school in the province is the pleadership class at Patna which is held in the Law College, the pleadership class at Cuttack being excluded, now that Orissa is separated from Bihar. There were 143 pupils in 1936-37 against 120 in 1931-32 and the annual expenditure, which was met entirely from fees, amounted to Rs. 9,886 last year against Rs. 6,840 five years ago.

312. *Medical schools.*—There is now, for Bihar, only one medical school which is at Darbhanga, the one at Cuttack being outside the purview of this report. The Inspector-General of Civil Hospitals, Bihar, has contributed the following account of its progress :—

" The school building suffered a good deal, and the school hostel to a less extent, from the earthquake of the 15th January, 1934. The floors and walls of the laboratories, class-rooms and the office had extensive cracks. The damage to the equipment of the laboratories and of the various departments of the school was slight. The students rendered valuable aid to the injured in the town after the disaster. The boarders of the hostel were accommodated in improvised huts and in the cycle-sheds of the school when the hostel was under repair.

" Among the residential buildings, the quarters of the Mechanical Supervisor were badly damaged and condemned. He was accommodated in a temporary tin-shed till the construction of his new quarters.

" Dr. P. C. Ray, teacher of Midwifery and X'-ray was transferred to Cuttack on the separation of Orissa from Bihar.

" Rai Sahib Dr. Sudhir Kumar Sen, teacher of Medicine and Materia Medica, was transferred as Civil Surgeon.

" Dr D. P. Dhar, Demonstrator of Surgery, received training in anti-rabic treatment at the Patna Medical College Hospital. After completion of his training, a centre for anti-rabic treatment has been opened at the Darbhanga Medical School Hospital.

" The minimum qualification required for admission to the Darbhanga Medical School has been raised to a pass, in the 2nd division, at the matriculation examination of Patna University or a pass, in the 1st division, at the matriculation examination of any other university.

" The admission of a larger proportion of I. Sc. passed students produced a distinct improvement in the examination results of the school.

" The addition of a decalified sagital section of the skull has removed many difficulties in understanding the temporal regions to the air sinuses in the Anatomical Department of the school.

" There has been a marked increase in the number of labour cases treated in the hospital during the quinquennium under review.

" There has been a great advance in the administration of anæsthetics by the purchase of a gas and oxygen apparatus.

" A new operating table, the most modern available, has been bought and fitted up in the theatre for anti-septic cases and another important addition in the operation theatre is the shadowless light which has greatly improved the operating facilities at night.

" The Hon'ble Minister of the portfolio of Local Self-Government made a donation of Rs. 500 for the Pathological Museum. A number of interesting pathological specimens were received from the St. Bartholomew's Hospital, London. These specimens are kept and mounted in the manner which is advocated by the Royal College of Surgeons, London, for this type of mounting. A special type of jars has been received as scheduled.

" The Pathological Museum is very rapidly growing by receiving specimens from the operation theatre and the post-mortem room. Living specimens of guinea-pigs, rabbits and mice have been purchased for experiments on animals.

" Students are given ample opportunities in the wards to do all clinical and pathological examinations.

" The specimens in the operation theatre are demonstrated by the Superintendent and sometimes by the teacher of Pathology. The students are also given a full opportunity to study the X-ray plates. The specimens in the museum are also taken advantage of by the teachers of Medicine, Surgery and Midwifery during their theoretical lectures.

" During the five years under report many new and up-to-date books have been added to the school library and these are being well utilised by the teachers for teaching puposes.

"The post-graduate training is now being held in winter instead of in summer.

"The period of training of compounders has been extended for two years.

"Five students of this school were punished for gross misdemeanour in 1936; one student was expelled, another rusticated for one year and three were heavily fined.

"In all 186 students passed out of the institution during the period under review".

313. *Ayurvedic and Tibbi schools.*—In addition to the medical school mentioned above, there are one *Ayurvedic* school and one *Tibbi* school maintained by Government at Patna. They are still shown in the General Tables under the head "Other Schools". The number of students in the former fell from 125 to 114 and in the latter from 79 to 64 during the quinquennium. The total expenditure on them from Government funds as shown in the returns submitted by them to the Education Department was in 1936-37 Rs. 31,393 against Rs. 32,818 five years ago.

314. *Technical and industrial schools for boys.*—The number of these schools in Bihar alone has risen during the five years from 31 to 32. The schools that have been in existence throughout the period are :—

1. The Indian School of Mines at Dhanbad.
2. The Ranchi technical institute.
3. The Tirhut technical institute.
4. The Jamalpur technical institute.
5. The Cottage Industries Institute at Gulzarbagh.
6. The weaving school at Bihar.
7. The school for compositors at the Government Press, Gulzarbagh.
8. The apprentice class at Dehri-on-Son.
9. The blanket-weaving school at Gaya.
10. The weaving school at Khunti.
11. The Benagoria industrial school.
12. The industrial class at the Hazaribagh Reformatory school.

13—17. The artisan schools at Katkahi, Tanasi and Pandra, Jhalda and Begun Kodar in Chota Nagpur.

18. The Mrs. Perin technical night school at Jamshedpur.
19. The Government Silk Institute at Nathnagar.

20—21. The weaving schools at Noatoli in Ranchi and at Manguria in Chota Nagpur.

22—30. Nine mining classes, three of them working in English and six in the vernacular. Some of these classes are held at new centres.

The Jamshedpur technical institute has ceased to be aided and hence, has not submitted any returns, although it is mentioned in the last quinquennial review and also in the account given this year by the Director of Industries, Bihar. The mining classes at Kirkend and Mugma were closed in 1932-33, but the classes at Kirkend were opened again in 1935-36. The industrial school at Baniadih was closed in 1934-35, but mining classes were opened there at the same time. The artisan schools at Purna Jhalda and Jhalda railway station, which had been opened in 1932-33 were closed in 1935-36 and 1936-37 respectively. Two new schools were opened in 1932-37, viz., the aided technical school at Dighra and the weaving school at Gajhi. Thus while there was a net loss of one old school, there was a gain of two new schools during the quinquennium.

315. The Director of Industries, has given the following account of the schools in his charge :—

Technical, Trade and Vocational Schools for Indian boys.—" There has been no important revision of the courses of instruction in the Government technical institutes during the period under review. The progress of the Industrial Diploma course introduced at the Bihar College of Engineering, the Ranchi technical school and the Tirhut technical institute during the quinquennium, was watched keenly. This course replaced the old mechanical apprentice course and it was designed to turn out all-round engineering subordinates who could control, supervise and guide mill hands, and put their hands to small plants and machinery where necessary. One of the important features is that training is given through the medium of the vernacular and basic English is taught as a second language. Although only three batches of these students have come out so far, the industries have recognised their usefulness. With the introduction of a year's factory training at the end of the course, which is under consideration at the instance of the industries, they are expected to play an important part in the industrial progress of the province.

" An important change has been introduced in the working of the three Government handicrafts institutes, viz., the Cottage Industries Institute at Gulzarbagh, the Silk Institute at Bhagalpur and the Wool-weaving Institute at Gaya, which is expected to help in improving the standard of teaching. The ' Bihar Cottage Industries ' started at Gulzarbagh and the ' Government Wool Emporium ' started at Gaya with the grant made by the Government of India have taken over most of the marketing work of these institutes, so that they are now able to pay greater attention to teaching work than was possible before.

" The number of technical schools of all kinds in the province of Bihar at the close of 1936-37 was 25. Of these ten were owned by the local Government and ten were aided schools, the amount of aid during 1936-37 being Rs. 18,564. The following is the list of the aided schools of which the St. Rita's knitting school admits girls only :—

Jamalpur Technical School, Jamalpur, Monghyr.

Jamshedpur Technical Night School, Jamshedpur, Singhbhum.

Benagaria Industrial School, Benagaria, Santal Parganas.

Katkahi Technical School, Katkahi, Ranchi.

Khunti Co-operative Home Industries Association, Ltd. Weaving School, Khunti, Ranchi.

Weaving school, Noatoli, Ranchi.

St. Rita's Knitting School, Bettiah, Champaran.

B. N. Mallick Industrial School, Rayam, Darbhanga.

Mission Weaving School, Gajhi, Monghyr.

B. N. Surveying Technical School, Dighra, Darbhanga.

"To supplement the technical and industrial training given in the institutions of the province a number of stipends ranging from Rs. 15 to Rs. 50 were awarded each year to a number of young men to enable them to proceed to other provinces in India for training in lines in which adequate facilities were not available here. These lines were mechanical and electrical engineering, marine engineering, æro-ground engineering, sugar technology, textile manufacture, tanning, ceramics, brass and bell-metal work, type casting, linotype printing, hosiery knitting, tailoring, cinematography and fine arts.

"No scholarship for training in countries outside India was awarded during the period on account of financial stringency.

"An outstanding event, which occurred towards the close of the period and which was intended to influence the course of technical education in the province, was the appointment of the Unemployment Committee by Government. This committee enquired into the technical and other qualifications required for the employment of young men in the industries of the province and have made recommendations for providing them with facilities to acquire these qualifications where such faciiities do not exist and for giving an industrial bias to the education system. These recommendations are now under examination by the different departments and their acceptance by Government is expected to ensure substantial progress in the technical and industrial education of the province.

"*Ranchi Technical School.*—This school has maintained its progress and popularity among the students The pa s ɔd boys found employment on wages varying from Rs. 10 to Rs. 30 a mo.th in the various industries, some obtained licenses as motor drivers and the rest established themselves as village blacksmiths and carpenters. Their work and application have now been appreciated by the organised industries of Chotanagpur and it is expected that the pace of their employment in these industries will be accelerated in future.

"*Tirhut Technical Institute.*—In recent years this institute has gained much in popularity so that a large number of applications for admission have had to be refused for want of accommodation. A new Superintendent has been appointed.

" *Jamshedpur Technical Night School.*—This school has been converted from an engineering school into a trade school and a series of trade courses have been substituted for the original five-year course of mechanical and electrical engineering. Judged by the number of application for admission, the change has proved very popular. About 75 per cent of the successful students during the period were employees of the Tata Iron and Steel Company and the Associated Companies and the former have agreed to give preference to the passed students of the school in the matter of appointments and promotions.

" *Jamshedpur Technical Institute.*—This institute has also been remodelled during the period under report. In 1932 a five-year course called the C class apprenticeship course, was introduced in order to train men for junior mechnical posts in the Tata Iron and Steel Company. It is somewhat similar to the Industrial diploma course of the Government technical institutes. The minimum educational qualification in this case is a pass in the Middle school certificate examination (with English), the recruitment is made generally from the sons and wards of the employees of the company, and the successful apprentices are appointed to permanent posts on a salary of Rs. 1-8-0 to Rs. 2-8-0 per day. Under a revised scheme introduced in 1935 " A class " apprentices are taken from candidates possessing an honours or first class degree or diploma in mechanical or electrical engineering or in metallurgy of a recognised institution, and " B class " apprentices are taken from candidates possessing ordinary degrees in the same subjects. The course extends over two years, and, on its successful completion, these apprentices are appointed to superior posts according to their merit.

" *The Cottage Industries Institute, Gulzarbagh.*—This institute has continued to give training in a number of useful trades, and in consideration of its increasing popularity, Government have now made it permanent. The courses of training have been thoroughly revised and three new sections have been added, the trades now taught at the institute being cotton-weaving, dyeing and calico-printing, tailoring, glazed earthenware and pottery manufacture, knitting, carpet-weaving, durrie-weaving, newar and tape-weaving, and toy-making. A new building has been constructed to provide a suitable show-room and additional accommodation. This is the only institute of this kind in the province, and the 180 seats, now provided in it, do not meet the demand for admissions. The question of starting another institute of this kind is under the consideration of Government.

" *The Silk Institute, Bhagalpur.*—This institute carried on instruction and research work successfully. Its main lines of research were bleaching of tasar, spinning of tasar waste and weaving it into *chadars* and coatings, and dyeing of yarns and cloths in 50 shades by vegetable dyes. These shades were appreciated in England, Germany and America. A good number of silk weaving and printing factories have been started by private individuals and firms in and about Bhagalpur City as a result

of advice and encouragement given by the institute. Some embroidery and silk twisting machines have also been installed in the locality.

"*The Wool Weaving Institute, Gaya.*—This institute has also continued to maintain its progress as far as possible with the accommodation and staff available. New designs in blankets, *lohis* and *asnis* have been evolved which have been appreciated in exhibitions and are expected to find a good market.

"*The Half-time Weaving School at Bihar.*—This school, which was started as an experiment in imparting vocational training in hand-weaving along with general education up to the middle English standard has now proved to be a marked success. Its passed students have the option of adopting weaving as a profession or of going up to a higher school for further vocational or general education according to their aptitudes and resources. The school thus fulfils a real need and points out the direction in which a further development is called for."

Commercial Schools.—During the quinquennium, the number of schools in Bihar has decreased from 13 to 12 but that of their pupils has increased from 338 to 556 and the expenditure on them from Government funds from Rs. 17,609 to Rs. 21,455. Of these 12 schools one is a commercial class attached to the secondary training school at Ranchi and maintained by Government the similar class attached to the Ravenshaw Collegiate school no longer requiring treatment owing to the separation of Orissa. In this class the fee rates were reduced to Rs. 3 per month for any one subject, Rs. 5 per month for any two subjects and Rs. 6 per month for the full course. The final examination of the class is conducted by external examiners, and the certificates issued are recognised by the Public Service Commission (India) as proof of proficiency in typewriting for purposes of the examinations for typists and routine grade clerks. The commercial class attached to St. John's high school at Ranchi teaches telegraphy also.

The Imperial College of Commerce at Arrah was closed in 1936-37.

317. *Technical schools for girls.*—These schools are dealt with in Chapter XII.

CHAPTER XI.

The Training of Masters.

318. The chapter on professional colleges includes a report on the Patna Training College in which graduates are trained for the teaching of English and other subjects through the medium of English in English schools. This Chapter will deal with institutions which are intended to train (1) those

who will teach the vernacular or subjects through the medium of the vernacular in English schools and (2) vernacular teachers for primary schools. To the first category belong all such actual or intending teachers as are matriculates or have intermediate qualifications ; to the second category belong such as have passed the middle school certificate examination and, in the case of a few, but fast disappearing, institutions for the training of Muhammadan teachers, such as have only passed from upper primary schools.

319. The institutions, in which mainly vernacular teachers for English schools are trained, are the secondary training schools. Of these there are now 4 against 5 in 1931-32, the secondary training school at Cuttack being excluded on account of the separation of Orissa on the 1st April 1936. Each of these is located at the headquarters station of a division and is under the management of Government. Each school provides a training of two years to 20 stipendiary and 10 non-stipendiary students ; the one at Ranchi has also a Bengali section to which 10 stipendiary and 5 non-stipendiary students are admitted annually The total number of students in the four schools declined rather sharply in the first year of the quinquennium owing to the reduction in the number of stipends made in July, 1931, but the number recovered to some extent during the next four years and was 235 in 1936-37 against 223 in 1931-32 and 226 in 1935-36. The total accommodation provided in the 4 schools, however, is for 270 students. The number of those with intermediate qualifications has shown a satisfactory increase year after year. While in 1931-32 there were only 5 such students, in 1932-33 there were 19, in 1933-34 there were 37, in 1934-35 there were 37, in 1935-36 there were 31, and in 1936-37 there were 36 such students.

320. The work done in the secondary training schools during the quinquennium was of a uniformly high quality, being characterised by a progressive attention to up-to-date methods of teaching and organisation and by an intelligent appreciation of the new outlook on the place of the vernaculars in the curriculum. Since 1934-35 the teaching of the vernaculars, especially at the Patna Training School, has been sought to be directed to the mastery of content rather than of form so that one's language may be a help and not a hindrance to one's thinking and reasoning. With this end in view more attention has been devoted in language teaching to quick comprehension and free expression than to a mere verbal reproduction of other people's ideas or a mechanical compliance with literary rules and usages. Greater emphasis has also been laid on a student acquiring a more useful knowledge of the second vernacular and a more thorough preparation of schemes of work which he could utilise in his future teaching. In nearly all the secondary training schools gardening as one of the optional subjects has been very popular. At the Patna Training School all students are encouraged to take either music or tailoring as one of their optional subjects, regular classes being held in both. Extra-curricular activities,—such as scouting, ambulance work, Junior Red Cross work, educational excursions and social gatherings, have continued to interest the students of all the training schools more or less, but they have flourished most in the training schools at Patna and Ranchi.

321. In 1932-33 the system of deputing one or two experienced teachers to each secondary training school was terminated, the number of places for non-stipendiary students being correspondingly increased.

322. The practice of admitting non-matriculates into the secondary training schools has almost ceased. Under recent orders of Government special consideration is being given in the matter of admission to the claims of students belonging to educationally backward communities.

323. Head-teachers of elementary training schools were deputed experimentally to the Bhagalpur secondary training school for a three weeks' refresher course in December, 1933. The experiment having proved a success, in 1934-35 short refresher courses were held at all the secondary training schools for the head-teachers of elementary training schools within the division concerned. The results are said to have been satisfactory, but at the same time there is a general feeling that the present staff of the elementary training schools is not up to the mark. These schools need head-teachers who can play their part in the efforts which are now being made to modernise the teaching in our primary schools, but many of the present head-teachers seem to find it difficult to assimilate new ideas.

324. The training school buildings at Patna were badly damaged by the earthquake in January, 1934, and in consequence the regular class-work suffered for some time. The buildings of the other training schools were not affected.

325. There is a commercial class attached to the Ranchi Training School. This was started in July, 1931, with one student but the roll has now risen to 23. There is a teacher in the Subordinate Educational Service in charge of this class. The headmaster asks for an additional teacher and also recommends that the class should be placed on a permanent footing in view of its rapidly growing popularity and usefulness.

326. The examination results of the schools have been throughout the quinquennium decidedly satisfactory, the percentage of passes being well over 80 in every year. It is reported by the headmasters that nearly 90 per cent of the ex-students have been able to secure employment within a short time of their leaving the school. A conference of the headmasters of training schools was held in November, 1935, in which various questions affecting the organisation and curriculum of these schools were discussed and improvements suggested.

327. The problem of the proper selection and training of vernacular masters for English schools will assume greater and greater importance as the growing claims of the principal vernaculars of the province, as subjects of study and as the media of instruction at the secondary stage in all subjects, are more and more unhesitatingly recognised. A step in this direction has already been taken by appointing to the staff of the secondary training schools those who possess a master's degree in one or more of the vernaculars of the province. It will perhaps be found

necessary to convert one or more of the secondary training schools at no distant future into a college or colleges for the training of graduates who will teach the principal vernaculars and all school subjects through the medium of these vernaculars in the high school, unless such courses are introduced in the Patna Training College itself.

328. The number of elementary training schools managed by Government was reduced to 75 before the beginning of the quinquennium In 1933-34 the school at Khagaria was closed bringing the number down to 74. In 1935-36 careful enquiries were made into the annual rate of casualties among the trained teachers in primary schools and it was found that this does not exceed three per cent of the total. As the number of elementary training schools had been based on an annual rate of casualties of about five per cent it was found that the number of these schools could further be reduced by eight. Five out of these eight apparently superfluous schools being in Bihar, it was decided to close them at the end of 1935-36. It was decided at the same time to use the savings due to the abolition of the superfluous schools for giving to some of the remaining schools (in Bihar the number will be 15) trained graduate headmasters in place of the head-pandits now employed. In 1936-37, accordingly, two schools in Patna district and one school in each of the districts of Gaya, Shahabad and Saran were closed, and already four vacancies of head-teachers in elementary training schools have been filled by trained graduates.

329. The total number of elementary training schools managed by Government at the end of the quinquennium was 55 against 61 in 1931-32 and 60 in 1935-36. The total number of pupils in these schools was 1,077 in 1936-37 against 1,089 in 1931-32 and 1,178 in 1935-36. There are only now three elementary training schools, working on the upper primary basis, left in the whole province, these being included in the eleven schools for Muhammadan teachers. By the end of the next year it is expected that all elementary training schools will be training middle-passed teachers.

330. The number of pupils admitted to each school is 20, 18 stipendiary and 2 non-stipendiary, and the length of the course is one year for those who have completed the middle vernacular or some higher course. Since 1935-36 great progress has been made in raising the standard of work in the elementary training schools by the revision of the whole syllabus of instruction. It now contains much less revision of work already done and more stress is laid on hand-work, practical teaching and preparation of scheme of lessons. Although complaints are heard that the revised syllabus is more difficult than the one which was current before, there can be no doubt that, in order to equip teachers for the part they have to play in the efforts now being made to modernise the teaching in the primary schools, it is essential that they should learn the really effective methods of teaching the new syllabus which has been introduced in the primary school since the beginning of 1936.

331. Besides the elementary training schools maintained by Government, there are two aided schools in Chota Nagpur division and one unaided school in the Santal Parganas, all the three schools being specially intended for aboriginal students.

332. The total direct cost of all the schools, secondary as well as elementary, whether maintained or aided by Government, was, in 1936-37, Rs. 2,12,785, of which Rs 2,06,690 was from Government funds, against Rs. 2,56,829, of which Rs. 2,49,484 was from Government funds, in 1931-32.

333. The number of trained teachers in primary schools for boys and girls together has risen from 15,098 in 1931-32 to 18,369 in 1936-37. The total increase in the number of teachers during the five years has therefore been 3,271. It may be interesting to see in the following table the number, year by year, of students who have passed the examinations of the elementary training schools and training classes for women and the increase in the number of trained teachers employed in primary schools :—

Year.	Number of students who passed elementary training examination (including the junior and senior teachers' certificate examinations.)			Number of teachers in Primary schools for boys and girls (Indian).	Increase or decrease in the number of trained teachers in Primary schools as compared with the figure for the previous year.
	Males.	Females.	Total.		
1	2	3	4	5	6
1932-33	938	50	988	15,510	+412
1933-34	1,094	91	1,185	16,302	+792
1934-35	1,082	56	1,138	16,895	+593
1935-36	1,143	93	1,236	17,656	+761
1936-37	1,193	66	1,259	18,369	+713
Total ...	5,450	356	5,806	...	+3,271

It is no longer correct to assume, as was done in the last quinquennial review, that the number of casualties per year among the trained teachers, already employed, is about five per cent of their total number. As has been mentioned, careful enquiries have revealed that the annual rate of casualties among the trained teachers in primary schools is only three per cent of the total. In addition to the decision to reduce the number of elementary training schools in consequence of this lower rate of casualties, another decision had to be taken to relieve the financial embarrassment of

certain local bodies on account of the over-supply of trained teachers in the schools in their areas. Government, when restoring in full the cuts made in the primary education grants, have now laid down, for each district, the minimum number of trained teachers to be paid at the rates prescribed for such teachers, any further trained teachers employed not being entitled to these rates until further funds are available.

334. In almost every annual report after 1927, it has been regretted that the scheme for the improvement of elementary training schools, which had been prepared by the Blair Committee and sanctioned by Government in 1927, was still in abeyance for want of funds. In the measures which have been adopted in the last year of the quinquennium, however, some proposals contained in that scheme have been carried into effect. One of these is the reduction in the number of schools, which process has now been completed. Another is the appointment of a head-teacher in the Subordinate Educational Service for each school instead of the present head-teacher in the Vernacular Teachers' Service. This is also gradually being carried out. A most important part of the scheme, however, viz., the extension of the course from one to two years, cannot yet be adopted on financial grounds, though it is being tried at one of the aided training classes. Even if it were still desirable, the increase in the output of each school from 20 to 30 trained teachers must also remain in abeyance at present, since it involves extension of buildings and other capital expenditure. One may, however, hope that the whole scheme will, as funds gradually permit, materialise item by item in the years to come.

CHAPTER XII.

The Education of Indian girls and women.

335. The progress achieved in the sphere of Indian girls' education in the province during the quinquennium can only be described as slow but steady. The total number of Indian girls under instruction in all classes of institutions in Bihar rose from 93,069 in 1931-32 to 118,664 in 1935-36 but fell to 118,632 in 1936-37. The total Indian female population of Bihar being 16,124,143 and the total number of Indian girls of school-going age (at 15 per cent of the total female population) being 2,418,621, the proportion of the girls under instruction to the total number of girls of school-going age works out at 3·8 per cent in 1931-32, 4·9 per cent in 1935-36 and 4·8 per cent in 1936-37. Although, compared with the corresponding proportions in these three years in respect of the boys under instruction, the figures for the girls are far from satisfactory, the actual increase in numbers has been relatively more rapid, and the speed of this increase is noteworthy.

336. There has been a slight fall in the number of schools for Indian girls from 2,289 in 1931-32 to 2,271 in 1936-37, although there was

a rise to 2,340 in 1935-36, this fall being confined to primary schools. The number of pupils in these schools, however, rose from 61,143 in 1931-32 to 70,421 in 1935-36, but fell in 1936-37 to 69,989. The fall in the number of schools during the five years should not only occasion no anxiety but, viewed in the light of the increasing number of girls in mixed schools, it is actually a welcome sign of an undoubted improvement in the efficiency of the existing schools. Further, it is symptomatic of a rapid change coming over the attitude of parents towards girls' education at all stages. Since the total number of girls under instruction has risen during the five years by 25,563, that is by over 27 per cent, three inferences can plainly be drawn from the decrease in the number of schools. The first is that the numerical strength of the girls' schools has appreciably increased, the second that some of the poorly-attended girls' schools have been amalgamated with neighbouring boys' schools or that, at any rate, few new girls' schools have been started and the last that the number of girls reading in institutions for boys has swollen very substantially. It is the latter phenomenon which has really been responsible for the continued rapid expansion of girls' education in Bihar during the five years. In 1931-32 the total number of girls in boys' institutions was 33,304, but their number in 1936-37 shot up to 50,857, that is, by over 50 per cent. The noticeable feature of the following figures, which give the details of this remarkable increase, is that, while in primary schools the gain is by about 50 per cent, in secondary schools the gain is by about 400 per cent, and it is exactly 32 times at the collegiate stage. This is co-education developing with phenomenal strides, and suggests the need for more high schools and at least one college for girls in the near future.

337. So far as education at the primary stage is concerned, Government defined their position in the consolidated resolution published in February, 1935, containing their orders on the proceedings of the last primary education conference. In this resolution a policy of co-education at the lower primary stage has been re-affirmed as the best solution of the question of the early education of girls. If the attendance of girls at a boys' school is such as to render an extra teacher necessary, that is, if the number of teachers necessary for a lower primary school is more than two or for an upper primary school more than three, and if in either case there are about 20 girls on the roll, it is left to local bodies either to set up a separate girls' school or to supply an extra teacher to the mixed school The course to be adopted in each particular case will probably depend on the availability of a competent woman teacher or a suitable male teacher for a girls' school. Government have also introduced an age limit for the admission of boys to primary schools, the instructions being that the age for their joining school should ordinarily be between 5 and 6. It is now expected that no boy above the age of 10 should ordinarily be found in a lower primary school. Some of the district inspectresses believe that this will lead to a very much larger increase in the number of girls reading in boys' primary schools. The present figure for girls reading in institutions for boys is only 25 per cent lower than that for girls reading in institutions for girls, while the corresponding figures for the primary stage

show even less disparity. On the other hand the increase in the number of girls reading in girls' schools during the five years has been by less than 10 per cent, the corresponding increase in the number of girls in boys' institutions being, as already mentioned, by over 50 per cent. This fact leaves no room for doubt that Government's policy is appreciated and is being fully given effect to. That it is based upon sound pedagogy is borne out by both theory and practice in all educationally advanced countries, there being no real difference mentally between girls and boys at the primary stage. With the increase in the number of girls in boys' schools, however, the need for peripatetic teachers of needlework will increase, unless indeed the mixed schools can be staffed partly by women. I have examined the latter possibility in all its bearings in a note I submitted to Government on the resolutions passed at a meeting of the Women's Education Committee of the Central Advisory Board of Education, held in September, 1936, and have come to the conclusion that it is an ideal which is not likely to be achieved in Bihar for years to come, although I agree with the view that such teachers would not only be a definitely civilising factor but would also give parents confidence and can do a vast amount of educational propaganda, and, further, that they would be able to bring to the training of the very small children that intuition and sympathy which make women the best possible teachers in the early stages So far as this province is concerned, co-education of the type which is prevalent is at least serving the very useful purpose of providing for a large number of girls better teaching at less cost. I should mention, however, that one district inspectress reports that there is a trained woman teacher in a mixed middle English school (in Saran district) where she has started a hostel for girls.

338. The direct expenditure on recognised schools for girls increased from Rs. 6,52,381 in 1931-32 to Rs. 7,89,105 in 1936-37. During the five years the annual *per capita* cost of educating pupils in schools of all kinds for boys and in primary schools for girls was considerably reduced as will appear from the following table:—

Cost of educating a pupil in the different kinds of institutions for boys and girls.

	Boys' schools.		Girls' schools.	
	1931-32.	1936-37.	1931-32.	1936-37.
	Rs.	Rs.	Rs.	Rs.
High	45·02	40·8	73·3	74·4
Middle English	20·7	18·3	30·2	31·7
Middle vernacular ..	16·0	14·1	23·3	23·6
Primary	6·5	6·3	7·3	6·9

It will be seen that for primary schools the cost is now almost the same for boys and girls, but for a high and middle English school the cost for girls is almost double that for boys. This difference will continue as long as the difference in average roll number between a boys' school and a girls' school continues, and qualified women teachers remain much more

expensive than male teachers of the same qualifications. The other causes contributing to the comparative expensiveness of a girls' secondary school are the need for the provision of conveyances and escorts for the pupils and the lower fee-rates charged in many schools.

339. The separation of Orissa on the 1st April 1936, deprived the province of the only intermediate college for girls, which is at Cuttack. The girls of this province, who wish to go in for university education after passing the matriculation examination, have now either to enter men's colleges within the province or to join women's colleges outside it The number of those attending men's colleges in 1936-37 was 32, as compared with one in 1931-32. Those who go outside the province generally prefer to read either in Calcutta or Benares, but their number is very small.

340. At present there are eight recognised high schools for girls as against four in 1931-32. The new schools which were recognised during the quinquennium are the C. E. Zenana Mission girls' school at Bhagalpur, the Kanya high school at Gaya, C. M. S. girls' school at Deoghar and the Chapman girls' school at Muzaffarpur. Three other schools, viz., the Baijnath girls' school (at Monghyr), the Bhatta girls' school (at Purnea) and the D. M. Madan girls' school (at Jamshedpur) have applied for recognition. In addition to these, there are three middle English schools which have been permitted to open two or three high school classes. It is to be expected that all these proposed schools will be ripe for recognition as high schools in course of time. The number of pupils in recognised girls' high schools increased from 1,076 in 1931-32 to 1,831 in 1936-37. The number of girls reading in boys' high schools increased during the five years from 3 to 136. At the Bankipore girls' school, which is the only girls' high school maintained by Government in Bihar, sections have been added to all the classes from class IV to class VIII, although this necessitated the closing of the lower primary classes which had been a part of the school for many years. Two mistresses, one from the Bankipore girls' school and the other from the Badshah Nawab Razvi Training College, were sent to Calcutta in 1936-37 for a course of training in physical education. It is hoped that these mistresses will help to teach in their own schools and in the training schools for women teachers the up-to-date and scientific physical exercises suitable for girls. The secondary schools that are run either by Government or by missions have always had provision for some form of physical exercise for girls in the shape of either drill or organised games and recreations.

341. The earthquake of January, 1934, destroyed or seriously damaged the buildings of the Bankipore girls' school, the Mokshada girls' school at Bhagalpur and the Chapman girls' school at Muzaffarpur, which, however, have since been provided with new buildings. A donation of Rs. 10,000 has been received from Kumar Ramanand Singh, one of the proprietors of the Banaili Raj Estate, for the construction of a hostel for the Mokshada girls' school.

342. The Giridih girls' school acquired a house of its own in 1934-35. Previously it had always been held in a rented house. It is satisfactory

to note that there is a steady increase in the number of Bihari girls in high schools. In the Bankipore girls' school there were in March, 1937, 227 Bengali-reading, 139 Hindi-reading and 27 Urdu-reading girls against 213 Bengali-reading, 108 Hindi-reading and 21 Urdu-reading girls in March, 1932. In 1935 for the first time the school presented two Bihari Hindus and one Bihari Muhammadan for the matriculation examination. The number of such girls has since been on the increase : two Bihari girls passed the matriculation examination in 1936 and three in 1937.

343. Music, Drawing, Mathematics and Domestic Science were included during the quinquennium as additional subjects offered by the Bankipore girls' school for the matriculation examination. Of these, it is gratifying to note that Domestic Science is gaining in popularity. In addition to the ordinary subjects of study for a girls' school, needlework, drill and games were regularly taught.

344. The number of middle English schools for girls rose from 21 in 1931-32 to 27 in 1936-37, and their roll number increased from 3,644 to 5,299 during the five years. Most of the new schools were recognised in the last two years of the quinquennium.

345. The number of middle vernacular schools for girls rose from 4 in 1931-32 to 9 in 1936-37 and their roll number from 517 in the former year to 883 in the latter. Most of the new middle vernacular schools, like the new middle English schools, were opened during the last two years. The middle English school, which serves as the practising school for the Badshah Nawab Razvi Training College, has developed so rapidly during the quinquennium that a proposal for its further development into a high school has been submitted to Government. The number of girls reading in boys' middle English schools rose from 306 in 1931-32 to 1,132 in 1936-37 and in middle vernacular schools from 71 in the former year to 232 in the latter. Among new buildings for middle schools those for the school at Deoghar were opened in 1935-36. A donation of Rs. 7,000 by Rai Bahadur H. B. Banarji was made for the buildings of the Hirapur girls' middle English school in the Dhanbad subdivision and a donation of Rs. 10,000 was given by Kumar Ramanand Singh for the Bhatta girls' middle English school at Purnea.

346. The statistics for the primary schools for girls as well as for their pupils and for such girls as are reading in boys' primary schools have already been discussed. The majority of the girls' primary schools have been condemned by the district inspectresses as inefficient and useless and their teachers as " old, lazy, uncertificated men who have proved unfit for boys' schools ". Government realise that it is desirable to replace these old men by women teachers as soon as this is practicable and, in the meantime, and until women teachers are forthcoming, to amalgamate inefficient girls' schools with efficient boys' schools, encouraging girls to attend these efficient schools for boys. In the districts of this province (excluding Muzaffarpur) there are now 710 male teachers as against 686

women teachers in single-teacher schools for girls. The total number of single-teacher primary schools for girls was 1,724 and of their pupils 38,561 in 1936-37. This means that nearly 90 per cent of the girls' primary schools are single-teacher schools and nearly 70 per cent of the girls at the primary stage are in such schools.

347. There are now eight junior training classes and one senior training class for women teachers against the same number at the beginning of the quinquennium. Of these, three are managed and the remaining six aided by Government. The six aided training classes are all managed by missions and three of them are in rural centres. Those managed by Government are located in important towns, but the majority of students come from the surrounding rural areas. While girls educated in mission training classes seem to pass naturally into teaching as a means of livelihood, Hindu and Muhammadan girls educated in Government training classes find it difficult to take to teaching as a career. This is, no doubt, because social custom and public opinion alike point to the home as the proper place for a woman and to marriage as the *summum bonum*. Most of our Hindu and Muhammdan women pupil-teachers in Bihar are widows. The number of women under training has increased from 196 in 1931-32 to 234 in 1936-37. There is an increasing demand for trained women teachers from every quarter. No real progress can be expected in the teaching and organisation of girls' schools unless trained women teachers replace the old and untrained male teachers in them.

348. Plans for a new building for the women's training class at Muzaffarpur, to replace that destroyed by the earthquake, were prepared and sanctioned in 1935-36, and the building was completed in the last year. The class at Gaya is still held in a rented house, but a project on the lines of that approved for the training class at Muzaffarpur is being prepared for providing it with a habitation of its own. The Badshah Nawab Razvi Training College, which can admit 43 stipendiary students, now admits every year a number of non-stipendiaries also. The dearth of properly qualified Urdu mistresses still continues, and this can disappear only if more and more Muhammadan girls take to secondary education. It is not encouraging to note that, while the number of Hindu girls in the Training College doubled, that of Muhammadan girls rose only by 33 per cent during the quinquennium.

349. The expenditure on training classes has increased from Rs. 48,078 in 1931-32 to Rs. 58,513 in 1936-37, and the expenditure from provincial revenues has risen from Rs. 41,518 in the former year to Rs. 51,093 in the latter.

350. The number of technical, industrial and agricultural schools for girls has remained stationary at 9 during the quinquennium, but the number of their pupils has increased from 318 in 1931-32 to 595 in 1936-37. The technical class at Noatoli has opened a weaving section.

351. Zenana education is still carried on by peripatetic teachers and by central gathering classes, the latter including certain classes for

Muhammadan women, of which the teachers are termed *atus*. In 1931-32 the number of such schools was 50 with 1,197 pupils. In 1936-37 the number of these schools came down to 49, but the number of pupils in them rose to 1,273. As the popularity of the regular schools for girls increases, the number of zenana schools will undoubtedly decrease.

352. The lady school medical officer continued her inspection of girls, high, middle and training schools throughout the quinquennium. Her services have been of immense value to all such girls' schools other than Mission schools which have their own medical officers. The Girls' Guide movement is making steady progress and growing more and more popular in schools for Indian girls. Lady Baden-Powell, the Chief Guide for the world, paid a brief visit to Patna in the course of her Indian tour in February 1937, and met the Guides and Guiders of the province, 400 of whom, including the Blue Birds, came from different parts of Bihar for the occasion. The St. John Ambulance work is also extending among girls, a challenge shield having been won by the Dinapore Rangers.

353. During the quinquennium the scales of pay for women teachers have been revised as follows :—

	Rs.
For untrained women matriculates, trained women non-matriculates, and I. A's.	40—1—60
For trained women matriculates ...	50—2½/2—75.
Lower division of the Subordinate Educational Service.	85—4/2—125.
Upper division of the Subordinate Educational Service.	128—12/2—200.
Class II of the Provincial Educational Service.	Rs. 170—13—430, with an efficiency bar at Rs. 300.
Class I of the Provincial Educational Service	Rs. 280—12—400—20—600—25—700, with an efficiency bar at Rs. 400.

It has been difficult to staff the schools with properly qualified women teachers on these less attractive revised scales of pay, one potent obstacle being the dearth of such teachers in the province itself and the need for importing them from other provinces. With the increasing number of Bihari girls reading in secondary schools and colleges, however, it is hoped that the problem of the availability of trained women teachers from this province will be solved in time.

354. The problem of wastage and stagnation in girls' schools during the quinquennium appears to be still serious as the following figures for

the distribution of girls in the different classes of the primary school will show :—

Class.	Number of girls (Indian).		Percentage in—	
	1936-37.	1935-36.	1936-37.	1935-36.
1	2	3	4	5
Infant ...	45,701	46,676	42·3	43·4
I	25,448	24,940	23·6	23·2
II	18,088	17,630	16·7	16.4
III	12,457	12,597	11·5	11·7
IV	3,684	3,447	3·4	3·2
V	2,654	2,216	2·5	2·1
Total ...	108,032	107,506	100	100

It will be seen that slightly less than half the enrolment is in the infant class and out of every hundred girls who enter a girls' school in the lowest class slightly more than eight reach class IV in which permanent literacy may be expected.

355. On the separation of Orissa from the 1st April 1936, Bihar has retained one Inspectress and seven district inspectresses of schools, the former controlling the latter, each of whom is placed in charge of two, three or four districts according to the number of schools. If funds were available, undoubtedly it would be desirable to have one district inspectress to each district, so that there might be more approach to parents and propaganda work in less advanced areas. The district inspectresses, with occasional exceptions due to ill-health, have been active in touring. Some of them held conferences of primary school teachers to explain to them the new syllabus. The inspectress held a conference of district inspectresses once during the quinquennium. One district inspectress deplores the reluctance on the part of local bodies to appoint women members on their education committees even when suitable persons are locally available, and one asks for a clear demarcation between the duties of the district inspectress and those of the district inspector.

356. The number of scholarships won by girls in 1936-37, was 6 college, 15 middle, 27 upper primary and 203 lower primary, against nil college, 8 middle, 28 upper primary and 199 lower primary in 1931-32.

357. The Lady Stephenson diploma examination in hygiene and needle-work was held every year as usual. The first-aid and home-nursing diploma examinations are also gaining in popularity among girls and married women. Medals were awarded, as before, to candidates who secured the highest marks.

358. Government have decided that in order to encourage co-education at the primary stage, local bodies might grant capitation allowances, as far as their funds permit, to the teachers of boys' schools for teaching girls (who pay no fee) in classes above the infant class. Several local bodies, such as the Gaya and Shahabad district boards and the Muzaffarpur municipality, are paying such allowances, but one inspector of schools remarks that " the growth of co-education does not require the artificial aid of the capitation allowance, since girls' education is getting genuinely popular due to the increasing demand for educated brides by young men who now have some voice in the settlement of their marriages ".

359. In addition to the capitation allowance mentioned above, the following special facilities connected with girls' education are now provided in this province :—

(*a*) No fees *need* be levied from girls in primary schools.

(*b*) In middle English schools a lower scale of fees is fixed for girls.

(*c*) Although there are no prescribed rates of pay for women teachers, they generally receive higher pay than that prescribed for male teachers.

(*d*) A special grant of Rs. 10,500 is given annually to the municipalities for girls' education.

(*e*) A proportion of the scholarships awarded on the results of the different examinations is reserved for girls.

(*f*) Special arrangements are made by Government for the education of *pardanashin* girls and women in their own homes.

360. Although child marriage and the seclusion of girls from an early age are still prevalent among certain sections of the community, the general prejudice against girls' education, which hindered its progress in the past, is now increasingly being dissipated, and the thoughtful public is coming to realise that " unless the women are educated, there is little hope for better living ".

CHAPTER XIII.

The Education of Anglo-Indians and Europeans.

361. The number of schools for Anglo-Indians and Europeans on the 31st March, 1932, was 21 in Bihar and Orissa. One elementary school (the railway school at Buxar) was abolished in 1933-34, reducing the number to 20, 5 secondary and 15 elementary schools, up to 31st March, 1936. The separation of Orissa from Bihar on the 1st April, 1936, brought down the number to 17, 4 secondary and 13 elementary schools, in Bihar.

362. The number of pupils in Bihar in the quinquennium rose from 1,287 on the 31st March, 1932, to 1,316 on the 31st March, 1936, and was 1,291 on the 31st March, 1937, 602 being boys and 689 girls. The figure on the 31st March, 1937, therefore shows a slight fall of 25 for the year 1936-37.

363. The number of boarders on the 31st March, 1937, all in the 4 secondary schools, was 557,—290 boys and 267 girls.

364. The total expenditure on schools for Anglo-Indians and Europeans in Bihar tabulated under the usual heads is shown below for the years 1931-32, 1935-36 and 1936-37.

	1936-37.					1931-32					1935-36.					Increase or decrease.	
	Government funds.	Local funds.	Fees.	Other sources.	Total.	Government funds.	Local funds.	Fees.	Other sources.	Total.	Government funds.	Local funds.	Fees.	Other sources.	Total.	As compared with 1931-32.	As compared with 1935-36.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct expenditure ...	49,345	...	1,12,793	52,543	2,14,680	49,518	...	1,03,485	44,995	1,97,998	47,523	...	1,16,021	52,010	2,15,554	+16,682	—874
Hostel charges ...	24,090	...	47,129	4,269	75,488	21,685	...	54,737	1,673	78,095	21,773	...	45,680	6,831	74,284	—2,607	+1,204
Indirect expenditure, other than hostel charges.	15,311	...	...	19,268	34,579	10,830	...	.	43,553	54,383	10,324	...	...	20,347	30,671	—19,804	+4,008
Total ...	88,746	...	1,59,931	76,080	3,24,747	82,033	...	1,58,222	90,221	3,30,476	79,620	...	1,61,701	79,188	3,20,409	—5,729	+4,338

It will be seen that although the contribution from Government funds has at the end of the quinquennium remained practically the same as at the beginning, the fee receipts have definitely improved during the five years.

365. The inspector of schools in the Chota Nagpur division continued to be the inspector of European schools up to the 15th March, 1937, from which date the duties were transferred to the Principal of the Training College in Patna, who performs them in addition to his own. The special pay of Rs. 150 per month is continued. Nearly all the schools were inspected at least once a year during the quinquennium.

366. The schools, seriously affected by the earthquake in 1934, were St. Joseph's Convent at Bankipore, St. Michael's school at Kurji and the railway schools at Jamalpore, Sahibganj and Sonepur. The cost of repairs to St. Joseph's Convent and St. Michael's school (Rs. 47,962 and Rs. 11,376) was met entirely by the Government of India. No expenditure was incurred by the Education Department in connection with re-construction or repairs of railway schools.

367. There has been a substantial rise in the number of Indian pupils in schools for Anglo-Indians and Europeans during the quinquennium. At the end of the quinquennium the number of Indian pupils was 183, (83 boys and 100 girls) against 122 pupils (79 boys and 43 girls), 5 years ago. The popularity of the schools among Indian parents has been striking and the demand for places has often exceeded the number available.

368. The buildings of the Bishop Westcott boys' school at Namkum were extended, and improved sanitary conveniences were provided in St. Michael's school between 1931-32 and 1936-37. The chief needs of the schools are new rooms for the infant classes in St. Joseph's Convent, a water-supply and improved sanitary and bathing arrangements for the Bishop Westcott boys' school, and additional class-rooms for the Bishop Westcott girls' school.

369. The following statistics give the examination results (Cambridge local as well as Patna matriculation) for the years 1931-32, 1935-36 and 1936-37):—

	1931-32.		1935-36.		1936-37.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
Cambridge School Certificate ...	16	13	22	7	16	14
Cambridge Junior Local ...	36	20	29	18	38	33
Cambridge Preliminary Local...	34	28	34	20	43	33
Matriculation	3	3	5	5	2	2

370. In 1935-36 a technical department (Domestic Economy) was started in St. Joseph's Convent at Bankipore, a separate building being provided and suitable equipment installed. The good beginning thus made promises well. St. Michael's school at Kurji has a carpentry class which is popular. The inspector of European schools regrets that so little is done in European schools to give practical and vocational education. Expenditure for this, however, would undoubtedly be heavy and none of the schools can command more than the funds to maintain present standards.

371. The question whether a change is desirable from the Cambridge local examinations to the Matriculation and Intermediate-in-Arts examinations of Indian Universities is still undecided, the majority of the heads of schools being opposed to the change for the present.

372. As mentioned in the last quinquennial review, the tuition fees charged in the various types of schools vary very considerably, ranging from Re. 1 to Rs. 7-8-0 per month in elementary schools and from Rs. 6 to Rs. 15 per month in secondary schools. The minimum fee-rate in secondary schools has, it will be seen, raised by Rs. 2 from the minimum fee-rate in such schools five years ago.

373. Music, singing and eurhythmics are taught in all schools, in some naturally better than in others, but the work done in Bishop Westcott boys' school from 1935 onwards has been well above the average. The secondary schools present pupils for the examinations of the Trinity College of Music, and St. Joseph's Convent in particular has secured very good results, two girls having become licentiates and one an associate of the college during the quinquennium. It may also be noted in this connection that in all the secondary schools concerts and dramatic performances, to which the public are invited, are a normal feature of the session. St. Michael's school at Kurji has got a brass band under an instructor. Most of the elementary schools have well-conducted kindergarten sections.

374. The usual games and sports are popular in all the schools. The cadet corps in St. Michael's school at Kurji has ceased to exist. The Bishop Westcott boys' school has taken a keen interest in Scouting and has been of great help in promoting the growth of this movement in Ranchi district.

375. As noted in the last quinquennial review, the prefect system is in vogue in all the secondary schools for boys and the ordinary method of supervised preparation is followed in all the boarding schools. In no school as yet has any of the experiments in self-study or student self-government been tried.

376. The East Indian Railway authorities instituted, towards the end of the quinquennium, new, graded and progressive scales of pay for all the schools maintained by them, and the Education Department have accepted these scales.

377. In 1934-35 a Provident Fund scheme, similar to that for teachers and clerks in secondary schools for Indians, was instituted for the teachers, clerks, nurses, matrons and house-keepers in secondary schools for Anglo-Indians and Europeans. The number of teachers in these schools, classified as usual, is shown below:—

	1931-32.	1936-37.
Total number	84	97
Trained	57	65
Graduates	5	9

378. The table below shows what proportion the enrolment in each class of the elementary school bears to the total enrolment of the school.

	Number of European and Anglo-Indian Children in			Percentage in		
	1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.
1	2	3	4	5	6	7
Class infant ..	...	404	378	...	34·4	33·6
Class I ...	573	154	166	49·7	13·1	14·7
Class II ...	161	142	138	13·8	12 1	12·3
Class III ...	127	142	148	10·9	12·1	13·0
Class IV ...	135	124	111	11·6	10·5	9·9
Class V ...	88	107	105	7·5	9·1	9·3
Class VI ...	75	102	81	6·5	8·7	7·2
Total ...	1,164	1,175	1,127	100	100	100

It will be noticed that there is an apparent wastage between class I and class VI, which may not necessarily be due to such causes as the floating nature of the Railway population or the over indulgent attitude of Anglo-Indian parents. The present inspector of European schools explains the wastage by stating that, in very many cases, as soon as a child of Anglo-Indian or Europeon parents reaches an age to leave home, he (less commonly, she) is sent to a secondary boarding school for further education, the employees of State Railways having special facilities in respect of cheap, well-equipped boarding schools in the hills.

379. The Provincial Board, constituted in 1933-34 for the supervision of Anglo-Indian and European education, met twice during the quinquennium (in 1935 and 1936). The Board is now a joint one serving the two

provinces, Bihar and Orissa, unlike any other Provincial Board constituted for the same purpose.

380. Effect was given in 1936 to the recommendation made in the first meeting of the Provincial Board that boarding schools for girls should be inspected by a lady as well as by the inspector of European schools.

381. The increasing demand for free-boarding grants has made it necessary to limit the number to be awarded. It has been decided to refuse to sanction any new free-boarding grant in St. Michael's school, Bishop Westcott boys' and Bishop Westcott girls' schools except in place of free-boarders who leave the schools, and in the case of St. Joseph's Convent, until the number falls by 12.

382. The expenditure on free-boarding in European and Anglo-Indian schools for Bihar rose from Rs. 21,685 in 1931-32 to Rs. 21,773 in 1935-36 and to Rs. 24,090 in 1936-37.

383. The capital expenditure in European schools during the period under review was as follows :—

Sources of expenditure.	High Schools.	Middle Schools.	Primary Schools.	Total.
	Rs.	Rs.	Rs.	Rs.
1932-33.				
Government funds ...	2,858	...	500	3,358
All other sources ...	9,128	...	4,775	13,903
Total ...	11,986	...	5,275	17,261
1933-34.				
Government funds ...	7,751	...	67	7,818
All other sources ...	8,198	...	3,121	11,319
Total	15,949	...	3,188	19,137
1934-35.				
Government funds ...	66,537	...	200	66,737
All other sources ...	13,895	...	6,694	20,589
Total ...	80,432	...	6,894	87,326

Source of expenditure.	High Schools.	Middle Schools.	Primary Schools.	Total.
1935-36.	Rs.	Rs.	Rs.	Rs.
Government funds ...	5,019	...	...	5,019
All other sources ...	6,273	...	4,107	10,380
Total ..	11,292	...	4,107	15,399
1936-37.				
Government funds ...	3,239	...	..	3,239
All other sources ...	8,590	...	2,333	10,923
Total ..	11,829	...	2,333	14,162

CHAPTER XIV.

The Education of Muhammadans.

384. According to the census of 1931 Muhammadans form 12·79 per cent. of the population of Bihar. The number of Muhammadan pupil is shown in the following table :—

Year.	Total number of scholars in the province.	Number of Muhammadan scholars in the province.	Percentage of Muhammadan scholars to total number of scholars.
1931-32 ..	891,023	139,248	15·6
1935-36 ..	995,037	148,818	15·0
1936-37 ..	1,006,117	150,417	15·0

These figures give an increase of 11,169 Muhammadan scholars during the quinquennium. They show that for all stages of instruction Muhammadans still remain ahead of the general level of the province. For the higher stages of instruction the percentages are as follows :—

Year.	Percentage of Muhammadan scholars to total number of scholars in college stage.	Percentage of Muhammadan scholars to total number of scholars in high school stage.	Percentage of Muhammadan scholars to total number of scholars in middle stage.
1931-32 ..	15·6	14·2	10·0
1935-36 ..	12·6	14·2	10·5
1936-37 ..	12·2	13·7	10·9

The figures are rather disappointing as recording a gradual decline at the college and high school stages. The improvement in the middle stage is partly due to the increased facilities for teaching through the medium of Urdu in middle schools. With regard to this the following figures are relevant :—

Year.	Number of middle schools providing Urdu teaching.	Number of upper primary schools providing Urdu teaching.
1931-32	266	323
1935-36	330	442
1936-37	349	478

385. The expenditure from public funds incurred specially for the benefit of Muhammadan pupils is shown in the following table :—

Items of expenditure.	Amount. Rs.
Inspection, i.e., the Superintendent of Islamic Studies, the special inspecting officers for Muhammadan education, the inspecting *Maulavis* and the lady superintendent of *atus*.	42,966
Examination charges	3,396
Madrasa managed by Government	26,440
Grant-in-aid to *madrasa*	19,802
Institutions chiefly intended for Muhammadans, i.e., elementary training schools for Muhammadans, the *tibbi* school and schools conducted on Urdu basis.	99,145
Scholarships, stipends and rewards	10,657
Recurring expenditure on hostels for Muhammadans	4,840
Total ..	2,07,246
Less receipts ..	874
Net total ..	2,06,372
Add for primary Urdu schools (including the cost of the ordinary primary education given in them.)	3,76,348
Grand total ..	5,82,720

The figures show an increase of Rs. 38,432 over those of the previous year : the figures given five years ago included the cost of classes or sections of schools conducted on an Urdu basis and do not furnish a fair basis for comparison.

386. The different types of institutions for Muhammadans have been or will be noticed in the appropriate chapters of the report. *Madrasas*, for instance, are dealt with in the chapter on oriental studies and primary *Urdu* schools in the chapter on primary education. A summary is, however, given here for convenience.

387. The number of recognised *madrasas* fell during the five years from 43 to 39 but that of their pupils rose from 3,008 to 3,151. The direct expenditure on them rose from Rs. 1,16,565 to Rs. 1,24,989 ; of these totals, Rs. 46,695 and Rs. 51,289 respectively were received from public funds.

The annual allotment for grants to aided *madrasas* for Bihar and Orissa together was Rs. 23,000 in 1929-30. The 4 per cent cut came into force with effect from the last quarter of 1931-32 and so the grant for that quarter was reduced by one per cent, and the whole grant by 4 per cent since 1932-33, reducing it to Rs. 22,080. On the separation of Orissa from Bihar in April 1936, the amount was distributed between the two provinces. The sum provided in the Bihar budget for 1936-37 was Rs. 19,110. The 4 per cent cut was restored in that year. The figure now stands at Rs. 19,909. The new syllabus for *madrasas* framed by the committee appointed during the previous quinquennium was approved by Government with minor changes. Another committee was appointed to prescribe courses in five branches of study suitable for *Shia* students at the *Fazil* stage, and its recommendations were accepted by Government in 1936.

388. The number of recognised primary *Urdu* schools fell during the five years from 3,123 to 2,874, in conformity with the general fall in the number of primary schools. The number of pupils, however, rose during the five years from 80,984 to 82,940 also in conformity with the general rise in the number of pupils at the primary stage. The direct expenditure on them fell from Rs. 5,06,475 to Rs. 4,91,166, of which totals Rs. 3,55,538 and Rs. 3,76,348 respectively were met from public funds.

389. The number of unrecognized schools for Muhammadans fell during the five years from 374 to 323 and that of their pupils from 9,486 to 7,974. These institutions are of many kinds : some of them are only primary *Urdu* schools with a syllabus of their own.

390. The number of elementary training schools for Muhammadans remained 11 during the quinquennium.

391. The number of Muhammadan inspecting officers and teachers is as follows :—

In the special inspecting staff.

	1931-32.	1936-37.
Superintendent of Islamic Studies ..	1	1
Special inspecting officers for Muhammadan education.	4	4
Inspecting *Maulavis*	23	23
Lady Superintendent of Muhammadan *atus* ..	1	1

In the ordinary inspecting staff.

	1931-32.	1936-37.
District inspectors of schools	6	2
Deputy inspectors of schools	6	5
Sub-inspectors of schools	28	32
District inspectress of schools	..	1

In the teaching staff.

In secondary schools :—		
Men	872	1,165
Women	4	5
In the primary schools :—		
Men	4,125	4,187
Women	409	383

392. The number of college, middle, upper primary and lower primary scholarships won by Muhammadans has been as follows :—

Year	Class of scholarships.			
	College.	Middle.	Upper primary.	Lower primary.
1931-32 ..	16	21	22	106
1935-36 ..	14	30	34	115
1936-37 ..	11	28	23	118

CHAPTER XV.

The education of special classes.

393. The figures recorded in the census of 1931 for the aborigines male and female, Christian and non-Christian, in Bihar are given below :—

Division.	Christian aborigines.			Non-Christian aborigines.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7
Patna ...	12	7	19	80,539	83,401	163,940
Tirhut ...	...	...	...	23,108	22,277	45,385
Bhagalpur ...	6,150	6,114	12,264	551,054	556,814	1,107,868
Chota Nagpur ...	141,121	143,225	284,346	1,157,708	1,179,581	2,337,289
Total ...	147,283	149,346	296,629	1,812,409	1,842,073	3,654,482

394. The following table gives the number of aboriginal boys and girls at school or college, separately for Christian and non-Christian aborigines, in 1931-32 and 1936-37:—

Division.	1936-37.				1931-32			
	Christian aborigines.		Non-Christian aborigines.		Christian aborigines.		Non-Christian aborigines.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	2	3	4	5	6	7	8	9
Patna ...	38	20	57	...	26	21	49	...
Tirhut ...	20	...	468	34	16	...	339	2
Bhagalpur	2,074	1,249	15,493	587	1,261	1,037	13,951	445
Chota Nagpur	21,843	11,311	28,172	1,362	19,645	9,633	27,951	1,036
In European schools.	4	1	...	...	...	...	...	...
Total ...	23,979	12,581	44,190	1,983	20,948	10,691	42,257	1,483

395. The proportion of the Christian aboriginal boys at school to the total Christian aboriginal male population rose from 14·2 per cent to 16·3 per cent during the five years. The proportion of the Christian aboriginal girls at school to the total Christian aboriginal female population, likewise, rose from 7·2 per cent in 1931-32 to 8·4 per cent in 1936-37. So far as non-Christian aborigines are concerned there was also during the quinquennium a slight increase in the proportion of boys and girls at school to the total male and female population respectively, the percentage in the former case being 2·4 against 2·3 and in the latter case ·1 against ·08 five years ago. Since the last census was taken, the numbers must have increased in six years and the rate of progress would therefore really be somewhat less than has been noted above.

396. The following statement compares the numbers of aboriginal pupils at the different stages of instruction in 1931-32 and in 1936-37:—

Stages of instruction.	Christians, 1931-32.		Non-Christians, 1931-32.		Christians, 1936-37.		Non-Christians, 1936-37.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	2	3	4	5	6	7	8	9
College stage	38	..	9	..	38	4	1	..
High stage	569	83	142	..	856	131	210	..
Middle stage	1,402	409	829	3	1,620	695	1,109	7
Primary stage ..	18,340	9,728	39,163	1,375	19,191	10,859	39,358	1,771
Special schools ..	404	403	168	9	425	468	124	4
Unrecognised schools ..	195	68	1,946	96	1,849	424	3,388	201
Total ..	20,948	10,691	42,257	1,483	23,979	12,581	44,190	1,983

It will be seen that numerical expansion has taken place almost uniformly at every stage of instruction, except the collegiate.

397. There has been no alteration in the special inspecting staff for schools for aborigines during the quinquennium. It consists of one deputy inspector and six sub-inspectors in the Santal Parganas, one sub-inspector in Monghyr and five sub-inspectors in Ranchi. It was decided in 1933-34 that in view of the considerable population of Santals in the Hazaribagh district one of the sub-inspectors in that area should be a Santal. As no qualified Santal could be found for the post, it was filled by a trained Ho graduate in 1936 37. In areas mainly inhabited by aborigines the ordinary inspecting staff also includes several who are aboriginal by race. The sphere of the special deputy inspector of Santal schools in the Santal Parganas has been extended to cover the southern parts of Monghyr and Bhagalpur and the whole of Purnea, but the inspector of schools in the Bhagalpur division presses for the appointment of a Santali-knowing sub-inspector for the proper inspection of the Santal schools in the Banka subdivision of the Bhagalpur district.

398. Throughout the quinquennium there was one elementary training school for men (viz., the one at Taljhari in the Santal Parganas) maintained by Government specially for the training of aboriginal teachers. There were also two aided training schools for aboriginal

men at Ranchi and one unaided training school for aboriginal men at Kairabani in the Santal Parganas under Mission management. The latter school has been doing excellent work. For aboriginal women there were throughout the quinquennium four aided training schools, two in the Santal Parganas and two in Chota Nagpur.

399. The number of special schools for aborigines was nil in Patna in 1936-37 against nil in 1931-32, although there were two schools with 49 pupils in 1935-36. The number of such schools in Tirhut fell from 18 with 312 pupils in 1931-32 to 17 with 428 pupils in 1936-37. In the two other divisions the aboriginal population is so largely preponderant in certain areas that no need has been felt for any special schools for them, the majority of the ordinary schools being either wholly or mainly attended by aboriginal pupils.

400. Two senior and seven junior scholarships and ten special free-studentships in colleges are still reserved for aboriginal students. In 1936-37 aboriginal pupils won two college scholarships and seven middle, seven upper primary and 52 lower primary scholarships against no college scholarship, and six middle, eight upper primary and 49 lower primary scholarships in 1931-32.

401. During the quinquennium the claims of Santali as a written language were strongly advocated by important public bodies of missionaries and Santals and its use was demanded as the medium of instruction in Santal schools. After a prolonged discussion it was decided in 1935-36 to defer a decision until more experience had been gained of the result of allowing the Santal schools outside the Santal Parganas the option of using Santali as an oral medium of instruction only or of teaching it as a written language, in addition to Hindi or Bengali, as is the practice in the Santal Parganas.

402. The figures that are given below for the expenditure during the five years on the education of the aborigines should be understood as exclusive of such expenditure as is incurred for ordinary schools in predominantly aboriginal areas where a majority of pupils are also aboriginal. The following sums were reported as having been spent in 1931-32 and 1936-37 for the special benefit of the aboriginal population :—

Item.	1931-32.	1936-37.
Special Inspecting Staff	16,072	15,264
Aided Training schools for men	10,565	4,941
Aided Training classes for women	11,344	12,354
Government Training schools	8,346	2,041
Special scholarships and free studentships ..	3,906	4,651
Special schools in Patna and Tirhut ..	1,875	1,752
Hostel reserved for them	..	4,415
Total ..	52,108	45,418

In addition, all aboriginal pupils are charged a lower scale of fees in schools maintained by Government or by local bodies, the same privilege being enjoyed by the pupils of the depressed classes also. In 1936-37, an annual grant of Rs. 5,000 was placed for the first time at the disposal of the Commissioner of the Bhagalpur Division for the improvement of Santal education in the districts of Bhagalpur, Monghyr and Purnea.

403. The statistics for the population of the depressed classes in the four divisions of Bihar as given in the census of 1931 are as follows :—

Name of divisions.	Number. Males.	Females.	Total.
Patna	591,002	607,763	1,198,765
Tirhut	746,650	810,906	1,557,556
Bhagalpur ..	608,483	618,179	1,226,662
Chota Nagpur	543,032	538,552	1,081,584
Total ..	2,489,167	2,575,400	5,064,567

404. The number of children of these classes at school in the four divisions of Bihar in 1936-37 is given below :—

Division.	1932-33.		1933-34.		1934-35.		1935-36.		1936-37.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	2	3	4	5	6	7	8	9	10	11
Patna ..	4,974	174	7,072	264	8,482	353	9,308	346	10,239	390
Tirhut ..	4,219	87	5,059	220	6,573	233	7,062	209	7,167	205
Bhagalpur ..	8,759	336	11,165	506	12,851	739	14,062	746	13,318	653
Chota Nagpur	9,296	400	11,454	668	11,492	714	12,047	867	11,763	859
Total ..	27,238	997	34,750	1,658	39,698	2,029	42,479	2,168	41,487	2,096

405. In 1932-33, for the first time, the members of the untouchable or depressed classes were called "Hindus-other castes" and their total number included the 31 following castes :—(1) Bauri, (2) Bhogta, (3) Bhuiya, (4) Bhumij, (5) Chamar, (6) Chaupal, (7) Dhobi, (8) Dom (9) Dusadh, (10) Ghasi, (11) Ghusuria, (12) Godra, (13) Gokha, (14) Halalkhor, including Bhangi and Mehtar, (15) Hari, (16) Irika, (17) Kandra, (18) Kela, (19) Kanjar, (20) Kurariar, (21) Lalbegi, (22) Mahuria, (23) Mangan, (24) Mochi,

(25) Musahar, (26) Nat, (27) Pan, (28) Pasi, (29) Rajwar, (30) Siyal and (31) Turi. While before 1931-32 the total number of the castes included in the category of the untouchable or depressed classes in Bihar was only 6 and their total population was only 287,723, after 1931-32 the population of the category as enlarged by its altered nomenclature rose to 5,064,567, that is to say, nearly eighteen times. Comparison of the figures for the quinquennium with any previous figures is, therefore, without meaning. Figures have, therefore, been given in the table above for each of the five years from 1932-33 to 1936-37.

406. It will be seen from the figures that the education of these classes was making steady advance for the first four years of the quinquennium, but there has been a slight set-back in the last year, for which economic depression may be mainly responsible, although one inspector attributes it to the non-existence, and in some cases the discontinuance, of capitation allowances for teaching pupils of these classes. In 1936-37 the proportion of boys of the depressed classes at school to their total male population was 1·7 per cent and that of girls of these classes to their total female population was ·08 per cent. Among those under instruction there were two in colleges and one in a European school in the last year. The stages of instruction reached by these pupils in 1936-37 as well as in each of the preceding four years of the quinquennium are shown below :—

Stage of instruction.	1932-33.		1933-34.		1934-35.		1935-36.		1936-37.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males	Females.
1	2	3	4	5	6	7	8	9	10	11
College stage ..	1	...	2	...	2	...	5	...	10	...
High stage ...	119	...	164	..	208	...	289	2	426	1
Middle stage ...	477	...	586	...	777	2	920	6	1,179	13
Primary stage	24,191	835	30,294	1,351	35,034	1,759	37,318	1,969	36,493	1,981
In special schools.	179	...	200	...	152	2	266	17	131	...
In unrecognised institutions.	2,180	162	3,505	307	3,525	266	3,681	174	3,245	101
Total ...	27,138	997	34,750	1,658	39,698	2,029	42,479	2,168	41,487	2,096

It will be seen that in 1936-37 about 87 per cent of the total number under instruction were at the primary stage, and the number shown as reading in special schools was only 131, but nearly 14 per cent were reported to be reading in unrecognised institutions.

407. The number of special schools wholly devoted to the education of these classes in 1936-37 as well as in each of the preceding four years of the quinquennium is shown below :—

Division.	1932-33.			1933-34.				
	Schools.	Pupils.		Expenditure.	Schools.	Pupils.		Expenditure.
		Boys.	Girls.			Boys.	Girls.	
1	2	3	4	5	6	7	8	9
Patna	7	163	7	789	24	760	33	1,570
Tirhut	12	301	35	1,106	26	610	93	1,468
Bhagalpur... ..	58	1,396	122	5,325	63	1,518	145	5,086
Chota Nagpur ...	3	53	35	308	7	108	72	602
Total ...	80	1,913	199	7,428	120	2,996	343	8,676

1934-35.			1935-36.				1936-37.			
Schools.	Pupils.		Expenditure.	Schools.	Pupils.		Expenditure.	Schools.	Pupils.		Expenditure.
	Boys.	Girls.			Boys.	Girls.			Boys.	Girls.	
10	11	12	13	14	15	16	16(a)	17	18	19	20
35	755	33	2,683	31	1,088	98	3,896	34	1,267	33	3,758
49	1,361	82	2,971	48	1,355	68	3,228	44	1,092	88	3,615
84	2,069	234	6,342	93	2,358	228	7,080	91	2,268	245	7,919
8	133	73	945	7	121	93	1,072	8	148	61	1,344
166	4,318	422	12,941	179	4,923	487	15,276	177	4,775	447	16,636

408. Capitation allowances have from time to time been paid to teachers of primary schools for teaching pupils of the depressed classes by certain local bodies such as the district boards of Patna, Monghyr and Bhagalpur, the municipalities of Patna and Gaya, the district committee in the Santal Parganas and the Patna Administration Committee. It was reported in the last year of the quinquennium, however that the district boards of Monghyr and Bhagalpur had discontinued the payment of capitation allowances from the beginning of the year 1936-37. The district board of Saran occasionally gave rewards to the parents of these classes for sending their children to school. The district board of Patna and the Gaya municipality spent money on the supply of books and writing materials to depressed class pupils. More money might be usefully spent by local bodies in this way. There is a school for *Doms* in the Ranchi municipality, and two schools for *Chamars* have recently been opened in that area. As a result of the *Harijan* movement there has been a growing demand for special schools for the depressed classes in the latter part of

the quinquennium, but there is a real risk that these special schools may be less efficient than ordinary schools, and their pupils would therefore do better to join the latter. The district committee of the Santal Parganas has continued the practice of setting apart a sum of money every year for opening some new schools specially intended for pupils of the depressed classes.

409. In 1933-34 several concessions were sanctioned for pupils of the depressed classes. They were exempted for a period of three years from the payment of seat rent and furniture rent in the hostels attached to Government schools. Ten stipends of the value of Rs. 6 a month or Rs. 3 a month, if the boy is living with his parents, tenable at high schools, other than that at Angul, were created for the period from the 1st July 1933, to the end of the year 1936. In 1935-36 two junior scholarships, one of Rs. 15 a month and one of Rs. 10 a month, were sanctioned for award to pupils of these classes on the result of the matriculation examination and it has been decided that all pupils of these classes who are studying in colleges and are not in receipt of scholarships from public funds should be entitled to free tuition.

410. In September, 1933, the Primary Education Committee made six recommendations regarding the education of the depressed classes. Of these Government accepted and commended the following to the consideration of local bodies :—

(1) Schools receiving aid from local bodies should, if depressed class pupils are excluded, be removed to other sites.

(2) Depressed class pupils should be given equal facilities for their lessons with other pupils, i.e., they must be admitted to the school-house and be given a seat in front of the teacher and the blackboard.

(3) More adequate facilities should be provided for the education of the depressed classes, especially in the form of special schools, in areas where a considerable population of these classes is concentrated, but the provision is to be only a temporary measure to last until these children are freely admitted to ordinary schools.

411. The three other recommendations were given effect to by Government, as far as feasible, without loss of time. The first imposed upon local bodies the duty of making special budget provision for compensatory allowances to teachers who admit pupils of the depressed classes and can therefore admit fewer fee-paying pupils, and also for the supply of books and writing materials to depressed class pupils. The second required the reservation of scholarships in every district for depressed class pupils, the total number of scholarships available being divided up according to the number of pupils of these classes and the number of other pupils at each stage of instruction. The third secured special consideration for candidates of the depressed classes when admissions are made to elementary training schools.

412. As already reported in Chapter II, the posts of the three special inspecting officers for schools of the depressed classes in Bihar, which were sanctioned on a temporary basis in 1932-33, were placed on a permanent footing from the 15th November 1935.

413. In 1936-37 pupils of the depressed classes secured one college scholarship and two middle, two upper primary and two lower primary scholarships. Comparison with the figures of the previous quinquennium would be valueless since the altered nomenclature with a vastly increased population of these classes leaves no common numerical standard by which to judge their progress in this line.

414. The expenditure, specially earmarked and incurred for the education of the depressed classes, in addition to such expenditure for their education as is incurred for them in ordinary schools, is shown in the following statement :—

	Rs.
Special schools	16,636
Capitation grants and rewards	2,496
Scholarships	1,255
Special inspecting staff	3,413
Total	23,800

415. The total population of the criminal tribes of the four divisions of Bihar was on the 31st December, 1936, as follows :—

Name of division.	Number of persons.
Patna	953
Tirhut	1,432
Bhagalpur	1,951
Chota Nagpur	1,013
Plus wandering Karwals	94
Plus wandering Doms.	52
Total	5,495

416. The following statement will show the number of pupils of the criminal tribes (in each division of Bihar) at school in 1936-37 and 1931-32.

Division.	1936-37.			1931-32.		
	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7
Patna ...	1	...	1	...	...	...
Tirhut ...	51	28	79	75	19	94
Bhagalpur ...	68	6	74	282	5	287
Chota Nagpur	101	...	101	12	...	12
Total ...	221	34	255	369	24	393

Of these none was in the high stage, 10 were in the middle stage, and 125 in the primary stage, one in a special school and 119 in unrecognised schools. There were 7 schools specially intended for these pupils, one in Tirhut, four in Bhagalpur and two in Chota Nagpur.

417. The following table gives statistics for the factory schools in Bihar :—

Statement showing the number of factory schools in Bihar during 1936-37.

Serial number.	Name of school.	Number of schools.	Number of children employed in the factory.		Number of children at schools who are employed or are children of employees.		Number of children at school who are not connected with the factory.		Expenditure from—					
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Government funds.	District funds.	Municipal funds.	Fees.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	East Indian Railway Colliery School.	16	...	...	707	7	...	...	...	...	..	...	4,974	4,974
2	Baniadih Mining class	1	..	...	25	...	...	...	...	...	...	...	900	900
3	Colliery School in Manbhum.	43	1,480	427	730	201	710	202	...	3,922	...	2,003	5,501	11,426
4	Mrs. K. H. P. M. Night School.	10	195	...	802	...	136	...	1,800	...	1,655	1,603	6,530	11,588
5	Balichela Night School													
6	Sonari ,, ,,													
7	Kadma ,, ,,													
8	S. Town ,, ,,													
9	Utkal Samiti ,,													
10	Bhaluabas ,, ,,													
11	Mahalbera ,, ,,													
12	Golmari ,, ,,													
13	Technical ,, ,,													
	Total ...	70	1,675	427	2,264	208	846	202	1,800	3,922	1,655	3,606	17,905	28,888

In 1931-32 the number of factory schools was 59 and that of their pupils was 2,393. It is gratifying that although one existing school was closed, 12 new schools were opened (11 of which were colliery schools) and the number of schools rose from 59 to 70 with an increase from 2,393 to 3,520 in the number of their pupils during the quinquennium. The total expenditure on these schools rose in the five years from Rs. 26,595 to Rs. 28,888.

418. The variations in the number of Jain pupils in different classes of institutions in Bihar in 1931-32 and 1936-37 are shown below :—

	1931-32.	1936-37.
In colleges	4	5
In secondary schools	113	137
In primary schools	148	303
In special schools	2	1
In unrecognized schools	121	14

It will be seen that the number at every stage has appreciably increased and it is a healthy sign that the number in unrecognised schools has dropped from 121 to 14 in the five years.

CHAPTER XVI.

The Education of Defectives.

419 This chapter deals with three types of physically defective children, viz., the blind, the deaf-mute, and the leprous. The mentally defective children, although their number is probably considerable, can hardly be considered for this report until there are reliable statistics, which at present are wholly lacking, regarding their proportion in the total population, such statistics being based upon medical and psychological tests applicable to all children of school-going age in the province. A very modest beginning in this line has been made with experiments in intelligence-testing undertaken by the staff of the Patna and Patna Training colleges. There is no special institution in the province for even the part-time education of mentally deficient pupils except the reformatory school at Hazaribagh in so far as it can be regarded as a place for correction of such juvenile criminality as really issues from mental deficiency.

420. The number of blind and deaf-mute children in Bihar and the number attending special schools are shown in the following table :—

	Blind.			Deaf-mute.		
	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7
(a) Total for the province ...	20,213	21,945	42,158	12,983	8,350	21,333
(a) Total for the province over 5 and under 20 years of age.	4,214	2,642	6,856	5,124	3,152	(a)8,276
Total for the province at special schools during—						
1936-37 ...	84	12	96	6	1	7
1931-32 ..	69	23	92	...	...	...
1935-36 ...	92	21	113	...	...	...

(a) Calculated on proportion basis.

		Male.	Female.
Total figures for Bihar and Orissa	Deaf-mutes ..	5,895	3,508
	Blind ...	4,799	2,978

There continue to be the two schools for the blind, at Ranchi and at Patna. The Ranchi school, which is managed by the S. P. G. Mission, had 64 pupils (52 males and 12 females) in 1936-37 against 67 (44 males and 23 females) in 1931-32. It gives instruction in the primary school course to children, and in cane-work, weaving and knitting to adults. Of the total expenditure of Rs. 7,338 on the school in the last year of the quinquennium, Government contributed Rs. 3,108 and the Ranchi municipality Rs. 225, the balance being met from private funds against Rs. 2,872 contributed by Government and Rs. 120 by the Ranchi municipality out of a total expenditure of Rs. 7,243 five years ago. The school at Patna, which is controlled by a properly constituted managing committee representing the public, had 32 pupils in 1936-37 against 25 in 1931-32. The total expenditure on the school in the last year of the quinquennium was Rs. 3,837, of which Government contributed Rs. 1,902, against Rs. 5,147 five years ago, of which Rs. 2,580 came from Government funds. It will be seen that the *per capita* cost of educating the blind has substantially decreased during the quinquennium, which must be due to the elimination of house-rent owing to the school being provided with its own buildings on an excellent site, and also to more economical management. Three pupils at the school are maintained by the district board of Saran, and one by the district board of Shahabad.

421. A school for deaf-mutes was started in Patna in the last year of the quinquennium. It had 7 pupils on the roll. There is no other school for deaf-mutes in the province. Only two district boards, viz,

those of Shahabad and Monghyr, maintain pupils at the Deaf and Dumb school in Calcutta at a cost of Rs. 15 a month per pupil. Twelve pupils are supported by Government at the same school.

422. The school, attached to the Leper Asylum at Purulia, is the only school of its kind in the province and is noticeable for the preponderance of females on its rolls. It had 258 pupils (119 males and 139 females) in 1936-37 against 231 in 1931-32. Its total cost in the last year of the quinquennium was Rs. 3,456, of which Government gave Rs. 720, against Rs. 3,201, towards which Government contributed Rs. 713 five years ago.

423. It is plain from the figures quoted above that there has been some slight progress in the education of physically defective children in the province, although much still remains to be done in this field. One hopeful feature is the opening of the Patna Deaf and Dumb school, which has been recognized by the department since the close of the year. For mentally-deficient and unusually retarded children the work in mental testing already being done in some schools has great possibilities under proper encouragement and direction.

CHAPTER XVII.

Hazaribagh Reformatory School.

424. The Hazaribagh Reformatory school is a joint institution for Bihar, Bengal, Assam and Orissa and is in charge of a Superintendent under the control and direction of a committee of visitors. It had on its roll 225 boys on the 31st March, 1937, viz., 132 from Bihar, 73 from Bengal, 10 from Assam and 10 from Orissa, against 228 boys on the 31st March, 1932, viz., 127 from Bihar, 86 from Bengal, 5 from Assam and 10 from Orissa. The number of boys on license has decreased from 15 on the 31st March, 1932, to one on the same date in 1937. In the last two quinquennia this decline has been so sharp and steady that one is led to expect the virtual disappearance in the near future of the practice (which means the employment of any juvenile offender of the school by some respectable person with the permission of the Superintendent for a definite period). The reason is reported to be the employer's disinclination to pay the boy on licence his legitimate wages, which is insisted upon by the Superintendent.

425. By the Bengal Children's Act, 1922, the juvenile offenders from Calcutta and Howrah are not sent to Hazaribagh, and hence there has been a gradual fall in the number of boys from Bengal since that year. While better supervision has been ensured by this numerical diminution, there is a considerable waste of available accommodation originally intended and still adequate for 400 boys and a corresponding increase in the cost of maintenance of each pupil.

426. The following additions and improvements have been made to the workshop of the school, (*i*) a silver-plating vat in the electro-plating shop, (*ii*) an electrically driven flour mill which provides

all the flour consumed by the inmates, (*iii*) a shaping machine in the fitting and turning shop, and (*iv*) a new well-furnished office for the workshop supervisor. Most of the orders in the workshop are placed by Government officers.

427. The wide, possibly too wide, range of trades taught in the school was curtailed by the abolition of canework in 1934, and typewriting in 1936. The most popular trade seems to be carpentry and the next in order of popularity are weaving, and fitting-and-turning. The farm as well as the dairy, which were maintained to supply the inmates with vegetables and milk, were also abolished during the quinquennium, as it was cheaper to purchase these locally from contractors.

428. The boys are taught up to the upper primary standard in four different vernaculars, viz., Hindi, Urdu, Bengali and Oriya, and are divided according to age into three classes. Satisfactory progress is reported in this branch of work during the quinquennium. The physical training of the boys receives special attention and there are such extra-curricular activities as scouting and ambulance work. The boys of every creed are given the necessary facilities for their special religious observances, and some time is devoted every day to prayer by the boys arranged in groups according to age and religion. Moral instruction is imparted, in addition, once a week to all pupils in the school.

429. To remove the difficulty experienced in disinfecting the clothing and beds of the inmates, whenever large numbers of them suffered from infectious diseases, the school was provided with a steam disinfector in February 1937.

430. During the quinquennium there were two deaths among the inmates, and the hospital figures show that in the last year the attacks from chicken-pox, mumps and influenza were abnormally high, in spite of all attempts to segregate and disinfect the patients. The number of cases of malarial fever also shot up to 73 in 1936-37 from 33 in the preceding year. The malarial patients are now provided with mosquito nets.

431. The sanitation of the school has been improved by the filling up of all pools of stagnant water in and round the school and the construction of *pakka* drains. The whole water-supply is by pipe and the water is filtered and chlorinated. The facilities for washing clothes are ample, soap and boilers being provided for the purpose in all the yards of the school. The conservancy arrangements are satisfactory.

432. Half a pound of milk is provided daily for each boy below fourteen years. Most boys gain in weight during their stay in the institution, the few, who lose, being given additional diet to counteract the loss. There is a special medical officer in charge of the school.

433. In the last three years of the quinquennium no boy escaped from the school, although in each of the previous two years 4 boys escaped from school or farm. This indicates an improvement in the general conduct of the inmates.

434. The ex-pupils of the school are kept under departmental surveillance from which they are discharged on the completion of the period prescribed in each case. The following table gives useful information regarding the ex-pupils and their general well-being and occupation in each year of the quinquennium:—

	1932-33.	1933 34.	1934-35.	1935-36.	1936-37.
1	2	3	4	5	6
Number of ex-pupils under surveillance of the Education Department on the last day of the year.	130	127	116	87	73
(*a*) Employed	86	88	86	56	44
(*b*) Unemployed or with guardians	16	15	8	5	19
(*c*) Reconvicted	5	6	7	6	2
(*d*) Placed under police surveillance ...	3	2	2	2	...
(Without any allowance)	1	2	3	2	1
(*e*) Died	1	3	2	1	...
(*f*) Untraced	18	11	8	15	7
Total	130	127	116	87	73
(*g*) Discharged from surveillance on completion of the prescribed period	77	73	57	69	45

It will be seen that the number under surveillance has steadily decreased from year to year. As compared with the figures for the previous quinquennium, those for the one under review are encouraging in almost every column, as is shown below :—

Boys whose period of surveillance was completed during the years—	Employed.	Unemployed.	Reconvicted.	Placed under police surveillance.	Dead.	Untraced.	Total.
1	2	3	4	5	6	7	8
1927—32 ...	227	21	38	33	4	83	406
1932—37 ...	274	47	26	9	7	59	422

435. The artisan class attached to the school provides a three years, course in such trades as carpentry, tailoring, blacksmithy, moulding, fitting, motor-repairing and electrical work for outside boys who have passed at least the lower primary examination and are at least twelve years old. The accommodation is for 50 pupils, but the number has never exceeded 32, and in 1936-37 was 27. It appears from the number learning the different trades during the quinquennium that the electrical and fitting trades are the most popular. The average annual cost per pupil in this period was Rs. 41, the average annual expenditure from Government funds being Rs. 1,080 and from district board funds being Rs. 249. To check the fall in its numerical strength, it is proposed to replace the present three years' certificate course by a five years' Industrial Diploma course. This proposal is still under examination of the departments concerned.

436. The gross cost of the school fell during the five years from Rs. 1,00,042 to Rs. 81,533, of which sum provincial revenues contributed Rs. 78,267, against Rs. 95,980 five years ago. Of the balance, Rs. 3,039 represents the sum credited into the treasury on account of sale proceeds from the workshop (over and above the amount spent on materials) and from other miscellaneous sources. The balance of Rs. 227 was contributed by the Orissa States. As anticipated in the last quinquennial review, there has been a substantial saving in the total expenditure on account of the reduction of staff consequent upon the fall in the roll number of the school.

CHAPTER XVIII.

Unrecognized Institutions.

437. There is the one class of unrecognized institutions which permanently avoid recognition on religious, political or academic grounds, and there is the other class of such schools which are only temporarily unrecognized but are expected eventually to attain recognition on the fulfilment of certain departmental conditions. To the former group belong the old indigenous schools which do not follow any approved syllabus, experimental schools of various types and the so-called national schools. In the latter group are included all newly started schools, which are progressing towards recognition, or those which, for continued inefficiency, have been deprived of recognition for a year or two. The number of schools and of pupils in this latter group has ever been on the increase, especially in respect of high schools, owing to the steadily growing demand for English education among all sections of the people.

438. The information available shows that the number of unrecognized schools rose from 1,811 in 1931-32 to 1,906 in 1935-36 and to 2,086 in 1936-37. The number of pupils also rose from 48,360 in 1931-32 to 57,826 in 1935-36 and to 63,945 in 1936-37.

439. The number of national schools increased from 15 with 699 pupils on 1st April, 1932 to 20 with 1,251 pupils on 31st March 1937.

CHAPTER XIX.

Text-books, Publications and Literary Societies.

440. The function of the Text-Book Committee is to advise the Director with regard to such text-books as it receives and considers suitable for use in high, middle and primary schools for Indian pupils, written in English, Bengali, Urdu, Hindi, Hindustani, the vernaculars of Chota Nagpur and other languages.

441. There was some change in the constitution of the committee during the quinquennium, on account of the separation of Orissa from the 1st April 1936, the total number of ordinary members being reduced from 18 to 16 and of those nominated by Government and by the Board of Secondary Education from ten to eight and four to three respectively, while the Director of Public Instruction, Bihar, now nominates five members instead of four previously. The number of sub-committees remains stationary at five, the place of the old Oriya sub-committee, abolished on the separation of Orissa, being taken by the new Hindustani sub-committee. This, however, is not really a new sub-committee but is a joint sub-committee consisting of the members of the Hindi and Urdu sub-committees. It deals with the books in Hindustani which is the common language spoken and understood in Bihar, being neither Sanskritised Hindi nor Persianised Urdu and capable of being written in both Devanagari and Urdu scripts.

442 During the quinquennium, the committee and its various sub-committees met four times in 1932-33, twice in 1933-34, four times in 1934-35, three times in 1935-36 and twice in 1936-37. The old arrangement of having three meetings of the Text-Book Committee in August, December and March, each followed by meetings of the sub-committees, continued up to 1935-36 after which it was decided that in future the sub-committee should meet in February and in July or August, and the committee itself would meet in March and in August or September, because it was found inconvenient to approve books at the end of the year and to let the proceedings of the sub-committees remain unconfirmed for three or four months.

443. In March, 1933, the Text-Book Committee appointed a sub-committee to report on the method of selecting text-books in other provinces. In 1933-34 the sub-committee submitted its report on one part of which Government ordered that the limit to the number of approved books for any one subject, class and language should be raised from three to ten, with the proviso that in the subject of literature the committee should be free to approve also not more than ten books as supplementary readers in English and in each of the different vernaculars and classical languages. On the other part of the report, in 1934-35, Government sanctioned, as an experimental measure for 2 years, a new procedure for the review of text-books which is as follows:—

(1) The Director of Public Instruction should maintain a confidential list of expert reviewers for the different languages

and subjects and every book received should be sent first to two persons from this list, to be chosen in such a way that no one would be able to tell to whom a particular book would be sent.

(2) Only, if one at least of the expert reviewers is favourable will the book be laid before the Committee.

(3) To cover the cost of this procedure a fee of five rupees is to be charged for every book submitted for approval.

The sum received from publishers as fees for reviewing books in accordance with this procedure was Rs. 2,675 in 1935-36 and Rs. 2,061 for 1936-37.

444. In 1933-34, the Committee appointed a sub-committee to draft instructions to publishers with a view to assisting them to produce better text-books. The Committee also decided in the same year that no book should be approved as a text-book unless its price is printed on the cover, if the book is published in India, or stamped on the cover in other cases. Some more clauses were added by the committee to the undertaking which publishers are required to give in respect of books submitted to it for consideration, requiring publishers not to alter, add to, or remove any part of, such books without the sanction of the Committee, to report any change in their address or in the ownership of books, and not to raise the price of any book without the approval of the Committee.

445. An important decision taken by Government in 1934-35 on the advice of the primary education committee with regard to the approval of text-books for primary schools is that in future no Hindi or Urdu book should, without the special permission of the Director, be approved by the Committee for use in any subject at the lower primary stage, or in any subject other than literature at the upper primary stage, which is not as far as possible one book printed in both the Urdu and Nagri scripts. It follows that so far as these subjects and classes are concerned, books printed only in Hindi or only in Urdu will not henceforth be considered, but if a book printed in both scripts is approved by the Hindi sub-committee and not by the Urdu sub-committee, or vice versa, it was ruled that the two sub-committees should consider it at a joint meeting.

446. It need hardly be said that there is still a wide field for books printed in both the Hindi and Urdu characters and for the books especially teachers' handbooks, required by the new syllabus for primary schools. On this subject a full report is included in Chapter VIII (on primary education) giving the particulars of the teachers' handbooks which have been prepared and approved during the quinquennium, but it should be noted here that instead of leaving authors and publishers to submit books in the different subjects at their discretion, the Department has taken the initiative in preparing helpful outlines of all the subjects on which books were needed, and in guiding publishers in their selection of at least one competent author in each subject. The Special Officer for primary education has throughout maintained a close touch with the

production of these handbooks, considering it his duty to make them available to teachers of primary schools without avoidable delay.

447. The following table will show the total number of books received as well as the number of books considered or approved by the Committee in each year of the quinquennium. The number of books left over at the end of each year is also shown.

	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
1	2	3	4	5	6
Number of books received during the year.	855	665	684	792	932
Number of books considered during the year by the Text-Book Committee.	468	494	358	283	420
Number of books left over at the end of the year (including those considered by the Sub-Committee).	387	171	326	559	512

The work of Secretary to the Committee continues to be done by the Registrar of Examinations. The cost of the Committee in 1936-37 was Rs. 2,171 for remuneration to reviewers, Rs. 2,167 on account of travelling expenses and Rs. 3,599 as its share of the cost of the office of the Registrar of Examinations.

448. The sixth edition of the Bihar and Orissa Education Code was published early in the year 1936, four years after the publication of the last edition. Parts of the Code, as anticipated in the last quinquennial review, were translated into Sanskrit for the use of Sanskrit schools. The Hazaribagh Reformatory School Code was also revised and reprinted in 1935-36, and the Code of Regulations for European schools is in the course of being reprinted.

449. The complete curriculum for classes I to XI of schools in Bihar and Orissa was made available in the latter part of the quinquennium as a priced publication of the Department.

450. A Hindi version of the manual of Indian games and the Bengali and Oriya versions of the manual for primary school teachers by Mr. J. A. Richey were published in 1933-34. Two other useful and interesting publications were the revised edition of Dr. Campbell's Santali-English and English-Santali dictionary and a novel of Santal village life by the late Mr. Carstairs, I.C.S.

451. The production of the monumental Oriya lexicon, of which the first volume was noticed in the last quinquennial review, continued throughout the quinquennium under its able editor, Rai Bahadur G. C. Praharaj of Cuttack. The fourth and fifth volumes were published in 1934-35 respectively, for which the University gave a substantial grant in addition to the initial grant of nearly 20,000 sanctioned by Government.

452. The sum annually placed at the disposal of the Director for expenditure on useful literature was utilised during the quinquennium as follows:—1932-33, Rs. 1,449; 1933-34, Rs. 987; 1934-35, Rs. 1,478; 1935-36, Rs. 1,301; 1936-37, Rs. 706. The average amount spent during the five years has been Rs. 1,184, which is considerably less than the average amount spent in the preceding quinquennium, viz. Rs. 2,605.

453. The number of literary societies submitting returns during the quinquennium rose from 119 in 1931-32 to 152 in 1936-37. These figures include circulating libraries which are chiefly to be found in the Chota Nagpur division. The number of such libraries has declined during the quinquennium from 20 to 13.

454. The most learned and widely known literary society of the province is still the Bihar and Orissa Research Society at Patna. Though the Society has suffered since 1932-33 from a reduction of its grant from Government, it has during the quinquennium published five volumes (nos. XVIII—XXII) of its journal. The period has also seen the publication of Francis Buchanan's Accounts of the district of Shahabad and of the district of Bihar and the City of Patna. The printing of Buchanan's Account of Bhagalpur is now in progress. Mr. C. E. A. W. Oldham, the Hon'ble Mr. Justice J. F. W. James, Dr. A. P. Banarji Sastri, and Messrs. K. K. Dutta and J. N. Sarkar have been responsible for the editing of these volumes. An event of outstanding importance has been the discovery in Tibet in 1935 by the Rev. Rahula Sankrityayana of nearly 200 Sanskrit texts. The Research Society hopes to publish these texts in an Oriental Series of its own. From the Rev. Rahula Sankrityayana, too, came in 1933 a most valuable collection of 932 Tibetan books and manuscripts which he has placed in the Society's library. Mr. K. K. Dutta, in accordance with a recommendation of the Historical Records Commission, has examined and sifted the records in the Record Room of the District Judge, Patna, and has removed such papers as are of historical importance to the Society's library for safe custody. The Mithila Pandit has throughout this period continued his research for manuscripts. Volume II of the Catalogue of Mithila manuscripts was published in 1933.

455. The most renowned library in the province, so far as Arabic and Persian manuscripts are concerned, is still the Oriental Public Library, popularly known as the Khoda Buksh Library, at Patna, founded by Khan Bahadur Khoda Buksh Khan. About 6,000 readers made use of the library every year before the earthquake, but the reading room being since requisitioned for the manuscript department, the number of readers has fallen by about 50 per cent. A new building is under construction and will, it is hoped, be completed in October next, after which the library will be of much greater service to the reading public.

456. The work of cataloguing the Persian and Arabic manuscripts in the Oriental Public Library at Patna was carried on, as in the previous quinquennium, by a whole-time cataloguer. During the five years Volume XVIII (Part II), Volume XIX (Part I), Volume XIX (Part II), Volume XX (Philology), Volume XXI (cyclopaedia) and Volume XXII of

the catalogue of Arabic manuscripts were published. In addition to these, four more volumes are to be published, viz., two volumes of description of manuscripts and two volumes of index of titles. All these are in the process of compilation. It may be noted that the number of Arabic manuscripts in the library is twice as large as that of Persian manuscripts. With regard to the Persian manuscripts, it was reported in the last quinquennial review that the work of cataloguing them had been completed and only two volumes remained to be published. These were published as supplements to the catalogue, in addition to which an index to the catalogue was also printed during the five years. The total cost of printing all these volumes came to Rs. 12,153.

457. The proposal, mentioned in the last quinquennial review, for the construction of a building for the Stri Sammelani or Ladies Association at Patna was abandoned in the course of the quinquennium partly for want of funds, but mainly as the need for such a building was substantially met by the erection of the Lady Stephenson Hall. The Sammilani has since secured a room in this Hall in which it holds its meetings and industrial classes.

458. In the year 1936-37 a donation of Rs. 30,000 was received from Kumar Ramanand Sinha of the Banaili Raj for public purposes, out of which a sum of Rs. 4,000 was given to the *Sahitya Parishad* (Literary Society) at Bhagalpur.

CHAPTER XX.

Miscellaneous.

459. This chapter deals with hostels, religious instruction and physical training in schools, extra-curricular activities and such other matters affecting schools and colleges alike as have not been already included in the review of educational progress attempted in the preceding chapters.

460. The total number of hostels in Bihar increased from 477 with 17,566 boarders in 1931-32 to 541 with 20,152 boarders in 1936-37. The total recurring expenditure, however, fell from Rs. 4,10,542 to Rs. 3,48,921 during the quinquennium. The increase in the former figures is no doubt due to the substantial expansion of collegiate and secondary education in the province and was in spite of the economic depression which prevailed throughout the five years and compelled many students to seek cheaper accommodation outside the hostels. The concession of rent-free quarters, which the superintendents and assistant superintendents of the hostels attached to Government colleges and schools used to enjoy in addition to their allowances, was withdrawn, with effect from the 1st June 1932, as a measure of retrenchment. The earthquake of January 1934, either totally destroyed or seriously damaged several hostel buildings, and temporary accommodation had to be provided pending repairs or reconstruction. As remarked by one of the district

inspectors, some of the energy and liberality shown by the public in opening new secondary schools would be better utilised in providing existing schools with good hostels. Mention should be made in this connection of the donation of Rs. 10,000 by Kumar Ramanud Sinha, one of the proprietors of the Banaili Raj Estate, for the construction of a hostel for the Mokshada girls' school.

461. In 1936-37 the Students' Residence Committee at Patna had nine hostels under its direct management, one aided hostel under the management of the Baptist Missionary Society, besides four unaided communal and other hostels, against the same number in 1935-36 and against twelve managed hostels, one aided hostel under mission management and three unaided, communal and other hostels in 1931-32. The total number of boarders at the end of March 1937, was 229 and the average number in the hostels managed or aided by Government was 153, against 213 and 138 in the previous year and against 262 and 177 five years ago. The net cost to Government in 1936-37 was Rs. 10,194 giving an average of Rs. 66·6 for each boarder, against Rs. 10,054, giving an average of Rs. 72·8 for each boarder in 1935-36 and against Rs. 12,929 giving an average of Rs. 57 for each boarder five years ago.

462. It is plain from these figures that the demand for additional accommodation in supervised hostels in Patna is not on the increase, and since those attached to the local schools and colleges are not quite full, there is no pressure on those under the Students' Residence Committee. No new hostel buildings were constructed in Patna during the quinquennium ; on the contrary, the Law College lost one of its two hostels (the one at *Chauhatta*) owing to the removal of the college to its new buildings at Ranighat. These facts, viewed in the light of the substantial increase in the number of all classes of students in Patna, make it certain that a considerable proportion of them are living surreptitiously in unauthorised and undesirable lodgings. The inspector of schools of Patna Division observes that enquiries show the residential conditions of most of the students living outside hostels, especially of those living with near relatives or recognised guardians, to be highly unsatisfactory, and suggests that Government should for some time to come sanction grants for the building of new hostels rather than new schools

463. The expenditure incurred by Government on the office of the inspector of students' residences at Patna was Rs 3,164 in 1936-37 against Rs. 2,785 in 1935-36 and Rs. 2,610 in 1931-32. The inspector was also in charge of 46 local primary schools at the end of the quinquennium, while at the beginning of the quinquennium he had 54 such schools under his care.

464. Religious instruction was introduced in all Government and aided non-denominational schools in accordance with the orders issued by Government in 1923, unaided schools being allowed to exercise their own discretion in the matter, and denominational schools being left to make their own arrangements. As was stated in the last quinquennial review, compulsory religious instruction in non-denominational schools, however,

did not prove a success. There were complaints that in the absence of proper instructors it might do more harm than good. It was an open secret that both teachers and pupils took it as a pastime, the instruction being imparted generally by the *pandit* or the *maulavi* in the school to several classes assembled in a big room or in the hall. In 1933-34 Government modified their orders on the subject and left it to the discretion of school authorities whether religious instruction should or should not be given either to a whole school or to any community therein.

465. Hygiene continues to be a compulsory subject from class III to class VII, but its teaching leaves much to be desired. The new syllabus for primary schools has rightly laid great stress on the need for the theoretical instruction to be correlated to the child's actual ways of living and on an unceasing crusade against the unhygienic habits of most village children. In high schools and secondary training schools the school medical officer delivers a course of lectures in hygiene every year, each candidate for the matriculation examination having to produce a certificate that he has attended at least ten such lectures. The opinion of competent observers is, however, that ten or twelve lectures are quite inadequate to impart any effective knowledge of hygiene and that something more should be attempted in this line at the high school stage.

466. First-aid lectures continued to be given in Government high schools and secondary training schools with the assistance of grants from Government. In 1936 37, 1,070 students were instructed in First-aid, and 433 qualified for certificates, five for vouchers, fourteen for medallions and five for labels.

467. The free distribution of quinine in malarious areas was discontinued at the beginning of the quinquennium owing to the financial stringency, but was renewed in 1936-37, although the grant was reduced from Rs. 2,000 to Rs. 1,500 a year. The number of schools supplied with quinine boxes was 81 in 1936-37 against 90 in 1931-32.

468. In respect of physical education all the zila schools have qualified drill masters, but the work in private schools is generally poor. Organised English games, especially foot-ball and hockey, are played in nearly all schools but in very few it is realised that the boys who are not keen need the greater attention. A system of compulsory games for every pupil at least thrice a week has recently been introduced in the Ranchi zila school and is reported to have resulted in definite improvement of the pupils' health. In many middle and most primary schools the arrangements for drill and organised games are rather unsatisfactory. In no type of school is the hygiene of drill much understood or attended to. The four physical training instructors, one attached to each of the four secondary training schools in the province, continued to do good work throughout the quinquennium, those at Patna and Ranchi especially doing much to develop the extra-curricular activities of their schools. All of them were deputed for a special course of training in gymnastics in 1933-34 under the Officer Commanding the Royal Berkshire Regiment at Dinapore. As the drill masters in

secondary schools are trained by these instructors, it is important that their technical efficiency should be maintained at a high level.

469. Most of the zila schools and some private schools, both high and middle, possess fine gardens, but gardening as an extra-curricular activity of the pupils themselves is not much encouraged. In primary schools a good garden is seldom met with.

470. The system of giving certificates instead of books on the occasion of the prize-giving ceremony has been introduced in the Chapra zila school. With such meagre funds as are now available for the purchase of prize materials, some such device may be useful in most schools.

471. The medical inspection of the students in colleges and secondary schools has been briefly dealt with in previous chapters, but some further information is given below. Four temporary assistant surgeons were placed in charge of the hostels at Patna instead of one permanent assistant surgeon in 1933-34. In 1934-35 a whole-time doctor was appointed for the Greer Bhumihar Brahman College at Muzaffarpur, which was thus brought into line with the colleges at Patna. For some time after the earthquake in January, 1934, the services of the school medical officers and their assistants were utilised in public health work in connection with the earthquake. The medical inspection of school children remained in abeyance during the period. In April 1935 Government issued instructions to all district boards to arrange for the medical inspection of the pupils of middle schools. Many of the boards have done so with the help of the staff already employed, but the district board of Palamau has appointed a special medical officer for the purpose. Certain boards have arranged for the medical inspection of the pupils in primary schools also.

472. The Junior Red Cross organisation has recently been introduced in some of the progressive high and secondary training schools. It is yet too early to report on the work done on this line.

473. Self-Government in schools has not been tried to any extent except by way of appointing monitors in the upper classes of some high schools and allowing boarders in school hostels to run their own messes.

474. Supervised silent study has been given a definite place in the work of the primary school according to the new syllabus, but one cannot be very hopeful about its success in view of the poor type of teachers who mostly staff most of these schools.

475. One of the most important extra-curricular activities in all classes of schools in the province is scouting. The number of Boy Scouts, Wolf Cubs and Rover Scouts has steadily increased during the quinquennium. From 7,511 in September, 1932, it rose to 10,482 in September, 1935, but owing to the separation of Orissa it came down to 8,499 in September, 1936. The number of the higher ranks appears still to be disproportionately small. Social service work (including rural uplift

campaign) in melas and other gatherings was continued with the same enthusiasm as before. Very good work everywhere was done by local troops after the earthquake of January, 1934,the scout engineers of the Bihar College of Engineering re-surveying the affected areas. The local Boy Scout Association of Hazaribagh has collected funds for the construction of a Scout Hall. Bihar Sharif has completed its headquarters building which will be formally opened as soon as it is furnished. Singhbhum has acquired two sites for camping, one of them for the use of the units at Jamshedpur. A provincial competition was held at Hazaribagh in 1936, the winners being the St. Columba's Collegiate School and the runners-up being the Patna high school. The Boy Scouts have been taught various handicrafts to help them in spending their time usefully and to earn money for themselves and their scout friends. The Silver Jubilee of the reign of his late Imperial Majesty King George V was celebrated with due *eclat* by the Boy Scouts in all centres. Messages of loyalty were brought by cyclist Scouts from all corners of the province and handed over to His Excellency the Provincial Chief Scout at Ranchi, which His Excellency transmitted to the Sovereign. The same spirit of loyalty was exhibited when on the death of the King-Emperor mourning parades were held by Boy Scouts everywhere. The representation of Bihar at the first All-India Jamboree of boy scouts, held at Delhi in February 1937, was about 5 per cent of the total number of Scouts in the province, and was probably the highest in India. Scouting for handicapped boys, introduced as a new activity, has also progressed steadily. There are units each in the Patna Blind school, the Hazaribagh Reformatory School and the Leper Asylum at Purulia.

476. The Girl Guide movement also recorded a quinquennium of consolidation and expansion. The annual report of the Girl Guides' Association, India Branch, for 1936 states that the Khagaul Rangers (Patna District) distinguished themselves by winning the East Indian Railway St. John's Ambulance Challenge Shield, and Gaya and Manbhum held successful district rallies, while Ranchi, Hazaribagh and Bhagalpur gave entertainments to raise funds, the first two for new equipment and uniform and the last to send their guiders to a training week. A Guide Rally was held in Government House garden for about 400 Guides and Blue Birds to meet Lady Baden Powell when she visited Patna during her Indian tour. She has recorded her high appreciation of the work being done in Bihar.

477. In 1935-36 a survey was completed of all the trust funds under the supervision of the Director. After the separation of Orissa, the number of funds in Bihar on the 1st April 1936, was 132. As a result of the survey, many sums which were being kept unnecessarily in current accounts have been invested, and where possible, the investments have been placed under the care of the Treasurer of Charitable Endowments.

478. The admissible number of holidays in primary schools was raised from 51 to 60 in a year with effect from January 1936. It was also decided that holidays in all classes of schools reserved for inspecting officers, if not utilised within the year, should be added to the long vacation of the following year.

479. The Saran, Darbhanga and Muzaffarpur district boards and the Muzaffarpur Municipality ceased to emyloy *charka* instructors during the quinquennium. The last local body employed a sewing mistress instead for a year. The last district board has appointed an industrial inspector who supervises all classes of handwork in primary schools.

480. The system of drawing scholarship and stipend bills and grant-in-aid bills quarterly for one month in arrear and two months in advance, sanctioned as an experimental measure for a year and a half in the first instance and subsequently continued until further orders, was adopted as a permanent measure in 1933-34.

481. In 1933-34 Sir Ganesh Datta Singh created a trust fund of two lakhs of rupees mainly for educational purposes.

482. The Education Department took an active part in the Provincial exhibition held at Patna in February 1936. A model primary school building with a steel frame was exhibited and side by side with it a similar building constructed of materials easily and cheaply available in villages. There was also a large range of exhibits of different classes of hand work. These were selected at district exhibitions held previously for the purpose. The result of the exhibition has been to stimulate interest in this branch of school work.

CHAPTER XXI.

Conferences and Committees.

483. Of the five committees and one conference, mentioned in the last quinquennial review, by far the most important was the conference appointed to advise Government on the subject of primary education, which broke up into four sub-committees, each dealing with a particular aspect of primary education. It began its deliberations in January, 1931, and concluded its labours in September, 1933, with the publication of its report. In February, 1935, Government published a consolidated resolution containing their orders on this report.

484. Of the five committees appointed during the last quinquennium, the one, appointed to examine the syllabus prescribed by the Madrasa Examination Board, had submitted its report before the end of the quinquennium, but Government had not then taken any action on it. In August, 1935, the new syllabus for *madrasas*, framed by the committee, was approved by Government with small modifications. A separate committee was then appointed to prescribe courses, in five branches of study, suitable for Shia students at the *Fazil* stage, and its recommendations were accepted by Government in March 1936.

485. A committee, which is bound to exercise a profound and far-reaching influence over the educational system, if and when its recommendations are accepted by Government, was appointed in September, 1933, jointly

by the Syndicate of Patna University and the Board of Secondary Education, Bihar, to consider the whole question of the matriculation examination in all its bearings. This committee completed its work in December, 1935. The report was adopted by the Board of Secondary Education and by the appropriate Faculties of the University in March, 1936. In November, 1936, the Senate passed the necessary amendments to the regulations, which have since been submitted to Government for their approval. The details of the report and the alterations in the rules and courses of study for the matriculation examination have been mentioned in Chapter IV.

486. The divisional inspectors of schools, as usual, met at Patna, once a year, at conferences which were presided over by the Director and were also attended by the Inspectress, the Principal of the Patna Training College, the Special Officer for primary and girls' education and the Deputy Director. Among other things decided in these conferences during the quinquennium were (1) that students who take up the vernacular as a principal subject for the matriculation examination should be taught that subject in each of the four classes VIII—XI, (2) that it is desirable that both the headmaster and the assistant headmaster of a middle English school should be trained teachers, (3) that, if practicable, short refresher courses for *gurus* should be arranged at every elementary training school after the annual examination, (4) that it would be useful to hold a refresher course for district and deputy inspectors at the Patna Training College occasionally, (5) that five copies of each of the eight books on Education recommended by the Principal of the Patna Training College should be kept in that college and lent out to the inspecting officers on application and (6) that an attempt should be made to suppress the private coaching classes which more or less openly prepare candidates for admission to other universities.

487. In 1934 the new syllabus for primary schools was introduced necessitating the production of new books for the use of pupils as well as of hand-books for the use of teachers. But so long as these necessary books were not available, the Special Officer, with a view to launching the new syllabus and explaining its scope and implications, held conferences of all the inspecting officers in the Patna, Tirhut and Bhagalpur divisions.

488. Annual conferences of subordinate inspecting officers, similar to those held by the Director at Patna, were held by the divisional inspectors, district inspectors, deputy inspectors and sub-inspectors within their respective jurisdictions. The inspectress held a second conference of the district inspectresses of schools in 1932-33, after which such conferences have been discontinued on grounds of economy. A conference of the principals of the two Training Colleges and the headmasters of the five secondary training schools was held for the second time in November, 1935, with the Special Officer as president. Problems concerning the organisation of the secondary training school as well as the syllabus of the Teachers' Certificate examination were discussed and improvements suggested by this conference.

489. The work of a small committee, informally appointed in 1935 by the Principal of the Patna Training College, to draw up a detailed

programme for the teaching of the mother tongue in the high school deserves to be mentioned. The committee produced a useful report which, was published as a pamphlet and circulated by the department in 1935-36.

490. Finally, a reference should be made in this chapter to the annual sessions of the Indian Science Congress which was held mainly in the Science College at Patna in 1933, and a report on which is to be found in Chapter V.

CHAPTER XXII.

Conclusion.

491. Surveying the whole field of education in Bihar during the five years under review one is led to the conclusion that the progress achieved has been considerable in every sphere, except perhaps that of the education of the depressed classes, and even in the latter there has been no serious set-back. In the spheres of primary and secondary education of boys, of education of Indian girls and women and of collegiate education the expansion in the number of scholars has been gratifying. So far as improvement in the quality of the education imparted in the various types of institutions is concerned, there are clear indications that in our primary schools a good beginning has been made in the direction of checking stagnation and wastage as well as of securing permanent literacy. One cannot, however, feel the same optimism with regard to the quality of the teaching in our private secondary schools where untrained teachers predominate, the yearly infiltration of trained men being inadequate to meet the demand. There can be little doubt that there is a general feeling of dissatisfaction with the outcome of our system of higher education, especially in respect of the problem of the employment of those passing out of our high schools and colleges, and serious examination of various schemes of educational reconstruction has been undertaken during the latter half of the quinquennium. Within the limited range of the curriculum of the matriculation examination a definite step in advance has been taken to adapt the courses of study and the medium of instruction to the changed outlook of the community. What is required, however, is not merely a much larger provision of funds for the extension of primary education and the consolidation of higher education in the country, especially in the backward areas and among the backward sections of the community, but a fundamental change in the mentality of the people, in their attitude to education, and particularly to the "literary" type of education. It is a matter for congratulation that there are positive signs that the general economic depression is gradually decreasing and the policy of retrenchment introduced for economic reasons is being gradually abandoned.

492. The obstacles to educational expansion and improvement caused by the earthquake of 1934 and the floods in the subsequent years were but temporary and the large grants promptly made by Government for repairs and reconstruction of damaged buildings helped in quickly restoring the normal conditions of work in the affected institutions.

493. A special difficulty had to be surmounted before the statistical material on which this review is based could be collected: the figures for Bihar during the first four years of the quinquennium had to be separated from those for Orissa, as in all branches of education they were shown together for the combined province. In the last year of the quinquennium the figures for the annual report were, of course, obtained separately.

494. The end of the quinquennium saw the beginning of a new political era in which the electorate has been considerably widened and literacy for the masses as well as intellectual leadership of the directing classes are essential factors of national welfare. It is to be hoped, therefore, that the educational progress recorded for the quinquennium will not only be accelerated in the years to come but also a new tone and meaning will be given to education as a whole. The quinquennium saw the passing away of Sir Saiyid Muhammad Fakhr-ud-din, the first Education Minister of the province, who held office continuously for twelve years and whose interest in the students of the province and devotion to the cause of education made possible such success as the department achieved during those twelve years. Khan Bahadur Saiyid Muhammad Hussain, the second Minister of Education, unfortunately died after a brief spell of office, his death being a genuine loss to the cause of education, Mr. Saiyid Abdul Aziz, the third and last Minister of Education during the quinquennium, held office for over three years during which he had to contend against the devastations caused by a terrible earthquake and the paucity of funds due to the economic depression, in spite of which, however, he has had to his credit a considerable expansion in almost every branch of education.

495. I have been Director in Bihar, since the 20th July 1936. Mr. Fawcus having held the post for the greater part of the quinquennium, It has not been an easy matter to follow an officer of his energy, educational experience and administrative ability and to attempt to maintain the high standard which he set in every branch of educational activity. Thanks are due to the large number of persons, officials and non-officials alike, to whose efforts the progress, recorded in this review, is due. Mr. S. L. Das Varma was placed on special duty for the preparation of the review, and his draft has required little alteration. I am much indebted to him for his painstaking and willing assistance in a somewhat difficult task.

F. R. BLAIR,

The 5th January, 1938. *Director of Public Instruction.*

GENERAL TABLE I.

General Table I.—Classification of Educational Institutions in

	For Males.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
Recognised Institutions.						
University	...	...	...	1	...	1
Board of Secondary and Intermediate Education.	1	...	...	...	...	1
Colleges :—						
Arts and Science	3	...	...	3	...	6
Law	1	...	...	...	...	1
Medicine	1	...	...	...	...	1
Education	1	...	...	...	...	1
Engineering	1	...	...	...	...	1
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary	1	...	...	...	...	1
Intermediate and Second Grade Colleges.	1	...	...	2	...	3
Totals	9	...	...	5	...	14
High schools	18	...	...	101	79	198
Middle schools { English	4	263	14	275	81	637
Middle schools { Vernacular	...	81	2	18	2	103
Primary schools	6	2,750	418	14,812	777	(a)18,763
Totals	28	3,094	434	15,206	939	19,701
Special Schools :—						
Art	...	...	...	...	...	...
Law	1	...	...	...	...	1
Medical	1	...	...	...	...	1
Normal and Training	59	...	...	2	1	62
Engineering*	...	...	...	...	...	...
Technical and Industrial	18	...	...	13	1	(b)32
Commercial†	1	...	...	3	8	12
Agricultural	...	...	...	...	...	...
Reformatory	1	...	...	...	...	1
Schools for defectives	...	...	...	2	1	3
Schools for adults	...	...	...	1	...	(c)1
Other schools	6	1	...	704	123	334
Totals	87	1	...	225	134	447
Totals for Recognised Institutions	124	3,095	434	15,436	1,073	20,162
Unrecognised Institutions	...	...	...	...	1,895	(d)1,895
GRAND TOTALS, ALL INSTITUTIONS.	124	3,095	434	15,436	2,968	22,057

* Includes Survey schools. (none in the province.)

† Includes Clerical schools.

(a) Includes 122 night schools.

(b) Includes 1 night school.

(c) A night school.

(d) Includes 42 night schools.

Bihar for the official year 1936-37.

FOR FEMALES.						
Government.	District Board.	Municipal Board.	Aided	Un-aided.	Total.	
7	8	9	10	11	12	
						RECOGNISED INSTITUTIONS.
...	...	.	...	. .	...	University.
...	...	.	. .	...	...	Board of Secondary and Intermediate Education.
...	...	. .	...	...		Colleges :—
...	.	.	...	..	...	Arts and Science.
...	...	..	..	...	...	Law.
.	.	..	..	...	...	Medicine.
.	...	..	.	..	.	Education.
.	...	.	...			Engineering.
.	...	.	..		...	Agriculture.
..	...	...	.		..	Commerce.
...		..	..	...	...	Forestry.
...	...	...	.	...	..	Veterinary.
...	.	...	...	..	. .	Intermediate and Second Grade Colleges
...	..	...	..		...	TOTALS.
1	...	...	9		10	High schools.
1	..	1	20	5	27	Middle schools ... English.
...	2	...	6	1	9	Middle schools ... Vernacular.
3	127	77	1,713	107	2,027	Primary schools
5	129	78	1,748	113	2,073	TOTALS.
						Special Schools :—
...	...	.	...	..		Art.
...		...	..	...	...	Law.
...	...	..	...	...	...	Medical.
3	...	. .	6	...	9	Normal and Training
...	...	.	...		...	Engineering.*
...	..	.	6	1	7	Technical and Industrial
...	...	...	...	.	...	Commercial.†
...	.	..	1	...	1	Agricultural.
...	. .	...	..	.	..	Reformatory.
...	...	..	...		...	Schools for defectives.
...	...	...	..	...	...	Schools for adults.
...	...	...	1	...	1	Other schools.
3	.	...	14	1	18	TOTALS.
8	129	78	1,762	114	2,091	TOTALS FOR RECOGNISED INSTITUTIONS.
...	...	...	...	191	191	UNRECOGNISED INSTITUTIONS.
8	129	78	1,762	305	2,283	GRAND TOTALS, ALL INSTITUTIONS.

General Table II-A.—Distribution of Scholars attending Educational

	Government.			District Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
1	2	3	4	5	6	7
READING						
In Recognized Institutions.						
University and Intermediate Education.						
Arts and Science... ...	1,750	1,496	720	..	..	...
Law	305	241	71	..	...	...
Medicine	266	231	165	...	...	.
Education	52	48	40	...	...	...
Engineering	278	250	169	..	...	...
Agriculture	..	...	...	...	...	...
Commerce	...	...	...	...	...	...
Forestry	...	..	...	...	...	...
Veterinary Science ...	74	65	68	...	..	...
Totals ..	2,725	2,331	1,233	..	...	...
School and special Education.						
In High schools	8,205	7,163	899	...	...	...
,, Middle schools { English ...	700	577	20	35,085	26,527	1,576
,, Middle schools { Vernacular	...	...	...	9,945	7,724	483
,, Primary schools .	395	286	...	156,656	116,945	25
Totals ...	9,300	8,026	919	201,686	151,196	2,084
In Art schools	...	...	...	...	...	...
,, Law ,, ...	143	95	...	...	...	...
,, Medical schools ...	212	149	169	...	...	...
,, Training ,, ...	1,312	1,213	1,263	...	...	...
,, Engineering schools (*a*) ...	...	..	...	..	...	...
,, Technical and Industrial schools.	1,055	782	213	..	...	...
,, Commercial schools (*b*) ...	12	10	5	...	...	...
,, Agricultural ,, ...	...	...	...	...	...	...
,, Reformatory ,, ...	225	194	225	...	...	...
,, Schools for Defectives ..	...	...	...	...	...	...
,, ,, for Adults ...	...	...	...	...	...	...
,, Other schools ...	1,187	971	256	22	17	...
Totals ...	4,146	3,414	2,131	22	17	...
Total for Recognized Institutions.	16,171	13,771	4,283	201,708	151,213	2,084
In Unrecognized Institutions.	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	16,171	13,771	4,283	201,708	151,213	2,084

(*a*) Includes Survey schools (none in the province.)

(*b*) Includes Clerical schools.

Institutions for Males in Bihar for the official year 1936-37.

MUNICIPAL BOARD.			AIDED.			
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	
8	9	10	11	12	13	
						READING
						IN RECOGNISED INSTITUTIONS.
						University and Intermediate Education.
...	...	...	1,870	1,671	519	Arts and Science.
...	...	...	...	..	..	Law.
...	...	...	...	...	...	Medicine.
...	...	...	...	...	.	Education.
...	...	...	...	...	.	Engineering.
...	...	...	...	...	...	Agriculture.
..	...	...	...	..		Commerce.
...	...	...	...	...	...	Forestry.
...	...	...	...	...	...	Veterinary Science.
...	...	...	1,870	1,671	519	TOTALS.
						School and special Education.
...	...	...	29,745	25,204	2,879	In High schools.
2,445	1,964	...	34,934	27,187	2,065	,, Middle schools (English.)
189	149	...	2,301	1,818	61	,, Middle schools (Vernacular)
26,640	20,479	...	492,112	380,778	1,154	,, Primary schools.
29,274	22,592	...	559,092	434,987	6,159	TOTALS.
...	...	...	...	...	...	In Art schools.
...	...	...	...	...	...	,, Law ,,
...	...	...	...	..	...	,, Medical schools.
...	...	...	54	52	50	,, Training ,,
...	...	..	...	...	...	,, Engineering schools.*
...	...	...	964	571	206	,, Technical and Industrial schools.
...	...	...	140	112	26	,, Commercial schools. †
...	...	...	...	...	...	,, Agricultural ,,
...	...	...	...	...	..	,, Reformatory ,,
...	...	...	96	87	96	,, Schools for Defectives.
...	...	...	27	7	...	,, Schools for Adults.
...	...	...	7,678	6,272	395	,, Other schools.
...	...	...	8,959	7,101	773	TOTALS.
29,274	22,592	...	569,921	443,759	7,451	TOTALS FOR RECOGNISED INSTITUTIONS.
...	...	...	...	..	...	IN UNRECOGNISED INSTITUTIONS.
29,274	22,592	...	569,921	443,759	7,451	GRAND TOTALS, ALL INSTITUTIONS FOR MALES.

General Table II-A.—Distribution of Scholars attending Educational Institutions for Males in Bihar for the official year 1936-37—concld.

	Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column 17.
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
	14	15	16	17	18	19	20
READING							
In Recognized Institutions.							
University and Intermediate Education							
Arts and Science	...	..	...	(a)3,620	3,167	1,239	30
Law	...	.	..	(b)395	241	71	...
Medicine	...	...	...	266	231	165	2
Education	.	...	...	52	48	40	..
Engineering	...	.	...	(c)278	250	169	...
Agriculture	...	...	...	.	...	...	..
Commerce	...	.	...	..	...	..	...
Forestry	...	...	...			...	...
Veterinary Science	...	..	..	74	65	68	...
Totals	...		...	4,595	4,002	1,752	32
School and special Education							
In High schools	19,395	15,531	1,401	57,345	47,898	5,179	186
,, Middle schools English	9,845	7,705	398	83,009	63,960	4,059	1,132
,, Middle schools Vernacular	184	139	...	2,619	9,830	544	232
,, Primary schools	25,422	19,657	...	(d)701,225	538,175	1,179	46,421
Totals	54,846	43,062	1,799	854,198	659,863	10,961	47,921
In Art schools	.	..	...	...	...	...	...
,, Law ,,	...	...	...	143	95	...	..
,, Medical schools	.	..	...	212	149	169	...
,, Training ,,	13	12	13	1,379	1,277	1,326	...
,, Engineering schools*	...	...	...	...	...	..	...
,, Technical and Industrial schools.	25	24	...	(e)2,044	1,377	419	...
,, Commercial schools†	404	300	1	556	422	32	2
,, Agricultural ,,	...		...	...	...	..	...
,, Reformatory schools	...	...	...	225	194	225	..
,, Schools for Defectives	7	6	1	103	93	97	13
,, Schools for Adults	...	...	...	(f) 27	7	...	11
,, Other schools	4,783	3,817	497	13,670	11,077	1,148	15
Totals	5,232	4,159	512	18,359	14,691	3,416	41
Totals for Recognized Institutions.	60,078	47,221	2,311	877,152	678,556	16,129	47,994
In Unrecognized Institutions.	59,413	..	...	(g)59,413	...	...	2,928
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	119,491	47,221	2,311	936,565	678,556	16,129	50,922

* Includes Survey schools (none in the province).
† Includes clerical schools.
(a) Includes 29 M.A. and 3 M. Sc. students of the colleges at Patna reading Law also.
(b) Excludes 29 M.A. and 3 M. Sc. students shown against "Arts and Science".
(c) Includes 196 students not reading the University course.
(d) Includes 3,150 scholars of night schools.
(e) Includes 323 ,, ,, ,, ,,
(f) ,, 27 ,, ,, ,, ,,
(g) ,, 908 ,, ,, ,, ,,

General Table II-B.—Distribution of Scholars attending Educational Institutions for Females in Bihar for the official year 1936-37.

	Government.			District Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance.	Number of residents in approved hostels.
1	2	3	4	5	6	7
READING						
In Recognized Institutions.						
University and Intermediate Education.						
Arts and Science			...			..
Medicine		...			...	...
Education		...		...	...	...
Totals	...		..	...	...	...
School and Special Education.						
In High schools	393	350	31	..	...	...
,, Middle schools { English	301	221	34	..		...
,, Middle schools { Vernacular	...			178	121	...
,, Primary schools	385	213	1	5,065	2,615	...
Totals	1,079	784	66	5,243	3,736	...
In Medical schools	...	..	...	...	...	...
,, Training ,,	117	91	92	..		...
,, Technical and Industrial schools.	...			...	..	...
,, Commercial schools (a)			...	...	..	...
,, Agricultural schools				...	..	...
,, Schools for Adults		..				...
,, Other schools	...	...	...		..	
Totals	117	91	92		...	...
Totals for Recognized Institutions	1,196	875	158	5,243	3,736	...
In Unrecognized Institutions.	...	...	...		..	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	1,196	875	158	5,243	3,736	...
GRAND TOTALS, ALL INSTITUTIONS, MALES AND FEMALES.	17,367	14,646	4,441	206,951	154,949	2,084

(a) Includes Clerical schools.

General Table II-B.—Distribution of Scholars attending Educational

	Municipal Board.			Aided.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels
	8	9	10	11	12	13
READING						
In Recognized Institutions.						
University and Intermediate Education.						
Arts and Science	...	..	...	...	...	...
Medicine	...	...	...	...	...	..
Education	...	.	...	...	...	..
Totals ...	...	..	...	.	...	.
School and Special Education.						
In High schools ...	...	..	...	1,901	1,599	517
,, Middle schools { English ..	231	156	.	4,140	3,615	1,387
,, Middle schools { Vernacular	.	.	.	649	565	394
,, Primary schools ...	3,908	2,835	..	44,806	35,119	1,044
Totals ..	4,139	2,991	..	51,496	41,198	3,342
In Medical schools	...	...	...	..	..	
,, Training ,, ..	...	..	...	117	113	117
,, Technical and Industrial Schools.	...			266	247	118
,, Commercial schools (a)	...		...	...	...	...
,, Agricultural schools .	...	...	..	54	33	54
,, Schools for Adults .	...	..	.	...	...	...
,, Other schools .	.	...	...	258	225	...
Totals	...	...	.	695	618	289
Totals for Recognized Institutions.	4,139	2,991	...	52,191	41,816	3,631
In Unrecognized Institutions.	...	...	..	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	4,139	2,991	..	52,191	41,816	3,631
GRAND TOTALS, ALL INSTITUTIONS, MALES AND FEMALES.	33,413	25,583	...	622,112	485,575	11,082

(a) Includes

Institutions for Females in Bihar for the official year 1936-37—concld.

Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column 17.	
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.					
14	15	16	17	18	19	20	
							READING
							In Recognized Institutions.
							University and Intermediate Education.
...	...	...	...	...	...	...	Arts and Science.
...	...	...	...	...	...	...	Medicine.
...	...	...	...	...	...	...	Education.
...	...	...	...	...	...	...	Totals.
							School and Special Education.
...	...	..	2,294	1,949	548	53	In High schools.
627	503	137	5,299	4,495	1,558	314	In Middle schools — English.
56	52	35	883	738	429	10	In Middle schools — Vernacular.
2,842	2,151	45	57,006	44,233	1,090	1,867	In Primary schools.
3,525	2,706	217	65,482	51,415	3,625	2,244	Totals.
...	..	...	...	...	...	...	In Medical schools.
...	...	...	234	204	209	...	,, Training ,,
17	15	17	283	262	135	...	,, Technical and Industrial schools.
...	...	...	...	...	...	...	,, Commercial schools. (a)
...	...	...	54	33	54	...	,, Agricultural schools.
...	...	...	...	...	..	...	,, Schools for Adults.
...	...	...	258	225	...	119	,, Other schools.
17	15	17	829	724	398	119	Totals.
3,542	2,721	234	66,311	52,139	4,023	2,363	Totals for Recognized Institutions.
4,532	...	...	4,532	...	...	166	In Unrecognized Institutions.
8,074	2,721	234	70,843	53,139	4,023	2,529	GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.
127,565	49,942	2,545	1,007,408	730,695	20,152	...	GRAND TOTALS, ALL INSTITUTIONS, MALES AND FEMALES.

Clerical schools.

General Table III-A.—Expenditure on Education for Males

Expenditure on buildings includes Rs. 8,15,146, spent by the

* Miscellaneous (on page 14.)

Scholarships or stipends .. ...
Hostel charges (Recurring) .. ...
Contingencies and miscellaneous ...

	Government Institutions.					
	Government funds.	District board funds	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	Total.
	1	2	3	4	5	6
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...	...	...
Board of Secondary and Intermediate Education.	6,378	...	...	...	...	6,378
Arts and Science Colleges ...	5,53,158	...	...	1,46,117	1,459	7,00,734
Law	...	...	..	40,720	47	40,767
Medicine	1,81,504	...	..	36,780	...	2,18,284
Education	46,655	...	...	1,112	234	48,001
Engineering	1,46,907	...	...	18,018	...	1,64,925
Agriculture...	...	...	...	..	..	...
Veterinary	69,438	...	...	7,149	(*d*) 6,750	83,337
Intermediate Colleges	2,526	...	...	7,652	260	10,438
TOTALS ...	10,06,566	...	...	2,57,548	8,750	12,72,864
School Education.						
General.						
High schools	3,53,546	...	...	2,53,648	12,015	6,19,209
Middle schools ... English ...	19,896	..	...	6,658	57	26,611
Middle schools ... Vernacular ...	...	..	..	...	...	...
Primary schools	4,310	...	...	155	...	4,465
TOTALS ...	3,77,752	...	...	2,60,461	12,072	6,50,285
Special Schools.						
Art schools	...	...	...	...	...	...
Law schools	...	...	...	9,885	...	9,885
Normal and Medical schools ...	58,220	...	...	12,039	...	70,259
Training schools	2,01,749	...	...	464	745	2,02,958
Engineering schools † ...	...	...	...	...	...	...
Technical and Industrial schools ...	3,33,505	...	...	10,239	17,515	3,61,259
Commercial schools § ...	878	...	...	708	...	1,586
Agricultural schools ...	...	...	...	...	...	...
Reformatory schools ...	78,267	...	...	...	3,266	81,533
Schools for Defectives ...	...	...	..	...	...	...
Schools for Adults	...	...	...	...	...	...
Other schools	74,145	...	...	...	...	74,145
TOTALS ...	7,46,764	...	...	33,335	21,526	8,01,625
GRAND TOTALS ...	21,31,082	...	...	5,51,344	42,348	27,24,774

† Includes Survey schools.
§ Includes Clerical schools.

in Bihar for the official year 1936-37.

Public Works Department on Educational buildings.

includes the following main items :—

Rs.

2,21,138

2,70,899

3,67,139

District Board and Municipal Institutions.						
Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	Total.	
7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	University and Intermediate Education.
...	..	..	...	...	...	University.
...	..	...	...	..	..	Board of Secondary and Intermediate Education.
..	...		...	...	...	Arts and Science Colleges.
...	...	...	...	...	..	Law.
. .	...	..	...	...	...	Medicine.
.	...	...	...	...	...	Education.
...	. .	...	...	...	. .	Engineering.
...	...	...	...	...	...	Agriculture.
...	...	...	...	...	...	Veterinary.
...	...	...	..	...	...	Intermediate Colleges.
...	...	..	...	..	...	Total.
						School Education.
						General.
...	...	.	...	...	...	High schools.
...	3,89,843	13,529	2,81,460	6,144	6,90,976	Middle schools ... English.
...	1,11,950	3,388	33,686	566	1,49,590	Middle schools ... Vernacular.
—	9,57,376	2,12,902	1,91,954	1,22,654	14,84,886	Primary Schools.
.	14,59,169	2,29,819	5,07,100	1,29,364	23,25,452	Total.
						Special Schools.
...	...	...	...	..	...	Art schools.
...	...	...	...	...	...	Law schools.
..		...	...	...	...	Medical schools.
...	...	...	...	...	...	Training schools.
...	.	...	...	..	..	Engineering schools. †
...	...	..	..	...	...	Technical and Industrial schools.
...	. .	...	...	...	...	Commercial schools §.
...	...	...	...	...	...	Agricultural schools.
...	...	.	...	...	...	Reformatory schools.
.	...	...	...	...	...	Schools for Defectives.
...	..	...	...	...	...	Schools for Adults.
...	234	..	...	...	234	Other schools
...	234	...	...	...	234	Total.
...	14,59,403	2,29,819	5,07,100	1,29,364	23,25,686	Grand Total

General Table III-A.—Expenditure on Education for Male

	Aided Institu				
	Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.
	13	14	15	16	17
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.
University	21,100	..	...	2,46,463	457
Board of Secondary and Intermediate Education.	...	...	...	...	...
Arts and Science Colleges	1,75,052	...	...	1,29,078	10,630
Law	...	...	...	...	...
Medicine	...	...	...	...	...
Education	...	...	...	...	...
Engineering	...	...	...	...	...
Agriculture	...	...	...	...	...
Veterinary	...	...	...	...	.
Intermediate Colleges	13,069	...	...	9,262	3,084
Totals	2,09,221	.	...	3,86,803	14,171
School Education. *General.*					
High schools	2,71,830	..	...	8,01,443	1,45,356
Middle schools .. English	40,058	1,49,089	7,575	3,26,073	1,21,584
Middle schools .. Vernacular ..	27	9,609	1,315	8,460	7,428
Primary schools	4,772	19,96,955	77,971	3,88,624	4,36,560
Totals ...	3,16,687	21,55,653	86,861	15,24,600	7,10,928
Special Schools.					
Art schools	...	...	...	...	...
Law schools	..	...	..	...	...
Medical schools	...	...	..	...	...
Normal and Training schools	4,941	.	...	...	2,706
Engineering schools†	...	...	...	...	...
Technical and Industrial schools ...	17,584	685	108	1,603	1,19,064
Commercial schools§	2,436	...	...	4,363	1,625
Agricultural schools	...	...	...	...	...
Reformatory schools	...	...	...	...	...
Schools for Defectives	5,010	840	510	1,298	3,517
Schools for Adults	...	352	...	...	40
Other schools	46,970	...	390	889	1,08,964
Totals ...	76,941	1,877	1,008	8,153	2,35,916
GRAND TOTALS ...	6,02,849	21,57,530	87,869	19,19,556	9,61,015

† Includes Survey schools.
‡ Includes Clerical schools.

in Bihar for the official year 1936-37—contd.

TIONS.	RECOGNISED UNAIDED INSTITUTIONS.			
Total.	Fees, including fees paid from Mohsin fund.	Other sources.	TOTAL.	
18	19	20	21	
Rs.	Rs	Rs	Rs.	UNIVERSITY AND INTERMEDIATE EDUCATION.
2,70,020	...	...	...	University.
...	...	...	...	Board of Secondary and Intermediate Education
3,14,760	...	..	...	Arts and Science Colleges.
...	...	..	...	Law.
...	...	...	...	Medicine
...	...	...	...	Education.
...	...	...	...	Engineering.
...	...	...	...	Agriculture.
...	...	...	...	Veterinary.
25,415	...	...	...	Intermediate Colleges.
6,10,195	...	...	...	TOTAL.
				SCHOOL EDUCATION.
				General.
12,18,629	4,68,045	(a) 1,52,832	6,20,877	High schools.
6,44,379	83,869	(b) 69,262	1,53,131	Middle Schools { English.
26,839	512	1,592	2,104	Middle Schools { Vernacular.
29,01,882	22,930	44,363	67,293	Primary Schools.
47,94,729	5,75,356	(c) 2,68,049	8,43,405	TOTAL.
				Special Schools
...	...	...	...	Art schools.
...	...	...	...	Law schools.
...	...	...	...	Medical schools.
7,647	...	2,180	2,180	Training schools.
...	...	...	..	Engineering schools.†
1,39,044	...	900	900	Technical and Industrial schools
8,424	9,696	1,749	11,445	Commercial schools.§
..	...	...	...	Agricultural schools.
...	...	..	...	Reformatory schools.
11,175	30	30	60	Schools for Defectives.
392	...	...	...	Schools for Adults.
1,57,213	111	1,22,018	1,22,129	Other schools.
3,23,895	9,837	1,26,877	1,36,714	TOTAL.
57,28,819	5,85,193	3,94,926	9,80,119	GRAND TOTAL.

General Table III-A.—Expenditure on Education for Males in Bihar for the official year 1936-37—concld.

	Total Expenditure from—					Grand Total.
	Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	1,14,634	...	...	...	...	1,14,634
Inspection	6,86,850	...	1,412	...	8,108	6,96,370
Buildings, furniture and apparatus	11,09,547	4,52,237	47,932	62,288	2,94,315	19,66,319
Miscellaneous*	8,18,725	1,27,265	4,493	2,04,526	2,04,167	8,59,176
Total	22,29,756	5,79,502	53,837	2,66,814	5,06,590	36,36,499
University and Intermediate Education.						
University	21,100	...	...	2,48,463	457	(e)2,70,020
Board of Secondary and Intermediate Education.	6,378	...	...	...	...	(e)6,378
Arts and Science Colleges	7,28,210	...	...	2,75,195	12,089	10,15,494
Law	...	...	...	40,720	47	40,767
Medicine	1,81,504	...	...	36,780	...	2,18,284
Education	46,655	...	...	1,112	234	48,001
Engineering	1,46,907	...	...	18,018	...	1,64,925
Agriculture	...	...	...	...	...	...
Veterinary	69,436	...	...	7,149	(d) 6,750	83,337
Intermediate Colleges	15,595	...	...	16,914	3,344	35,853
Total	12,15,787	...	...	6,44,351	22,921	18,83,059
School Education.						
General.						
High schools	(a) 6,77,315	...	...	15,23,136	2,58,264	24,58,715
Middle schools — English	(b) 60,152	5,38,932	21,104	6,98,060	1,96,869	15,15,097
Middle schools — Vernacular	27	1,21,559	4,703	42,658	9,586	1,78,533
Primary schools	9,082	29,54,331	2,90,878	6,03,663	6,03,577	44,61,526
Total	(c)7,46,556	36,14,822	3,16,680	28,67,517	10,68,296	86,13,871
Special Schools.						
Art schools	...	...	...	...	...	...
Law schools	...	...	...	9,885	...	9,885
Medical schools	58,220	...	...	12,039	...	70,259
Training schools	2,06,690	...	...	464	5,631	2,12,785
Engineering schools †	...	...	...	...	...	...
Technical and Industrial schools	3,51,089	685	108	11,842	1,37,479	5,01,203
Commercial schools§	3,314	...	...	14,767	3,374	21,455
Agricultural schools	...	...	...	...	...	...
Reformatory schools	78,267	...	...	...	3,266	81,533
Schools for Defectives	5,010	840	510	1,328	3,547	11,235
Schools for Adults	...	352	...	...	40	392
Other schools	1,21,115	234	390	1,000	2,30,982	3,53,721
Total	8,23,705	2,111	1,008	51,325	3,84,319	12,62,468
GRAND TOTAL	50,15,804	41,96,435	3,71,525	38,80,007	19,82,126	1,53,95,897

(a) Includes Rs. 51,939 for building grants from Government funds to un-aided schools.

(b) Do. Rs. 178 ditto ditto.

(c) Do. Rs. 52,117 ditto ditto.

(d) Represents contribution from United Provinces Government and Orissa Government.

(e) Represents indirect expenditure only.

† Includes Survey schools.

§ Includes Clerical schools.

General Table III-B.—Expenditure on Education for females in Bihar for the official year 1936-37.

Expenditure on buildings includes Rs. 2,05,340, spent by Public Works Department on Educational buildings.

* Miscellaneous (on page 18) includes the following main items :— Rs.

Scholarships or stipends	20,153
Hostel charges (Recurring)	78,022
Contingencies and miscellaneous...	23,712

	Government Institutions.					
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
TOTAL ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
General.						
High schools	43,257	...	...	12,932	412	56,601
Middle schools { English ...	20,144	...	...	...	...	20,144
Middle schools { Vernacular ...	...	...	...	...	...	...
Primary schools	6,893	...	...	420	...	7,313
TOTAL	70,294	...	...	13,352	412	84,058
Special schools.						
Art schools	...	...	...	...	...	...
Law schools	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...
Training schools	35,090	...	...	...	...	35,090
Engineering schools†	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	..	...	...
Commercial schools§	...	...	...	...	...	...
Agricultural schools	...	..	...	...	...	...
Reformatory schools	...	...	...	...	...	...
Schools for defectives	...	...	...	...	...	...
Schools for adults	...	...	...	...	...	...
Other schools	...	...	...	...	...	...
TOTAL ...	35,090	...	...	...	...	35,090
GRAND TOTAL FOR FEMALES ...	1,05,384	...	...	13,352	412	1,19,148
GRAND TOTAL FOR MALES ...	21,31,062	...	...	5,51,344	42,348	27,24,774
GRAND TOTAL FOR ALL ...	22,36,466	...	...	5,64,696	42,760	28,43,922

†Includes Survey schools.

§Includes Clerical schools.

General Table III-B.—Expenditure on Education for females

	District Board and Municipal Institutions.					
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.						
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Total	...	...	...	...	...	...
School Education.						
General.						
High schools	...	...	...	...	...	...
Middle schools { English	...		3,492	878	...	4,370
Middle schools { Vernacular	...	4,205	...	...	...	4,205
Primary schools	...	48,305	42,632	625	1,449	93,011
Total	...	52,510	46,124	1,503	1,449	1,01,586
Special schools.						
Art schools	...	...	...	..	...	...
Law schools	...	..	...	...	..	...
Medical schools	...	...	...	..	...	...
Training schools	...	...	...	...	...	...
Engineering schools†	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...
Commercial schools§	...	...	...	...	...	...
Agricultural schools	...	...	...	..	...	...
Reformatory schools	...	...	...	...	...	...
Schools for defectives	...	...	...	..	...	...
Schools for adults	...	..	...	...	...	...
Other schools	...	...	...	...	...	..
Total	...	...	...	...	...	...
GRAND TOTAL FOR FEMALES	...	52,510	46,124	1,503	1,449	1,01,586
GRAND TOTAL FOR MALES	...	14,59,403	2,29,819	5,07,100	1,29,364	23,25,686
GRAND TOTAL FOR ALL	...	15,11,913	2,75,943	5,08,603	1,30,813	24,27,272

in Bihar for the official year 1936-37—contd.

Aided Institutions.						Recognized unaided institutions.		
Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
13	14	15	16	17	18	19	20	21
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
55,927	..	...	55,122	30,910	1,41,959	...	...	...
28,944	...	3,300	14,372	66,629	1,13,245	2,892	27,494	30,386
6,964	...	900	2,143	5,448	15,455	...	1,152	1,152
22,902	1,67,960	42,496	29,462	73,619	3,36,439	...	6,592	6,592
1,14,737	1,67,960	46,696	1,01,099	1,76,606	6,07,098	2,892	(a)35,238	38,130
							(a)	
...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
16,008	...	...	718	6,702	23,423	...	...	...
...	...	...	...	...	...	...	...	...
3,836	...	...	...	8,990	12,826	...	344	344
...	...	...	...	..	...	...	...	...
360	...	...	...	840	1,200	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
720	...	...	...	2,496	3,216	...	...	...
20,419	...	...	718	19,028	40,165	...	344	344
1,35,156	1,67,960	46,696	1,01,817	1,95,634	6,47,263	2,892	35,582	38,474
6,09,849	21,57,530	87,869	19,19,556	9,61,015	57,28,819	5,85,193	(b)3,94,926	9,80,119
7,88,005	23,25,490	1,34,565	20,21,373	11,56,649	63,76,082	5,88,085	4,30,508	10,18,593

(a) Includes Rs. 50 building grants from Government funds to an unaided school.

(b) Includes building grant from Government fund to unaided schools Rs. 52,117.

General Table III-B.—Expenditure on Education for females in Bihar for the official year 1936-37—concld.

	Total expenditure from—					Grand total.
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	6,118	...	...	..	...	6,118
Inspection	53,728	...	...	...	1,061	54,789
Buildings, furniture and apparatus	2,52,526	8,550	14,982	88	35,522	3,11,663
*Miscellaneous	44,700	16,254	1,369	27,099	32,465	1,21,887
TOTAL	3,57,072	24,804	16,351	27,182	69,048	4,94,457
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts colleges	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...
Medicine	...	..	...	...	...	...
Education	...	...	...	...	...	...
Intermediate colleges	...	...	...	...	...	...
TOTAL	...	...	...	..	...	...
SCHOOL EDUCATION.						
General.						
High schools	99,184	...	...	68,054	31,322	1,98,560
Middle schools English	(a)49,138	...	6,792	18,142	94,073	1,68,145
Middle schools Vernacular	6,964	4,205	900	2,143	6,600	20,812
Primary schools	29,795	2,16,265	85,128	30,507	81,660	4,43,355
TOTAL	(a)1,85,081	2,20,470	92,820	1,18,846	2,13,655	8,30,872
Special schools.						
Arts schools	...	...	...	...	...	...
Law schools	...	...	...	...	..	...
Medical schools	...	...	...	...	...	...
Training schools	51,093	...	...	718	6,702	58,513
Engineering schools†	...	...	...	...	...	...
Technical and Industrial schools	3,336	...	...	...	9,334	12,670
Commercial schools‡	...	...	...	...	...	...
Agricultural schools	360	...	...	...	840	1,200
Reformatory schools	...	...	...	...	...	...
Schools for defectives	...	...	...	...	...	...
Schools for adults	...	...	...	...	...	...
Other schools	720	...	...	...	2,496	3,216
TOTAL	55,509	...	...	718	19,372	75,599
GRAND TOTAL FOR FEMALES	5,97,662	2,45,274	1,09,171	1,46,746	3,02,075	14,00,928
GRAND TOTAL FOR MALES	(b)50,15,804	41,96,435	3,71,525	38,30,007	19,82,126	1,53,95,897
GRAND TOTAL FOR ALL	(c) 56,13,466	(d) 44,41,709	(e) 4,80,696	39,76,753	22,84,201	1,67,96,825

(*a*) Includes Rs. 50 building grants from Government funds to an unaided school.
(*b*) Includes building grant from Government fund to unaided schools Rs. 52,117.
(*c*) Includes Rs. 29,251 paid by the Government of Bengal, Rs. 3,775 by the Government of Assam and Rs. 3,259 by the Government of Orissa.
(*d*) Includes Rs. 26,41,095 from Government funds.
(*e*) Includes Rs. 1,93,618 from Government funds.

General Table IV-A.

General Table IV-A.—Race or creed of male scholars receiving

		Europeans and Anglo-Indians.	Indian Christians.	Hindus		Muhammadans.	Buddhists.
				Higher castes.	Others.		
		1	2	3	4	5	6
Total population		6,718	158,799	10,554,795	2,489,167	2,054,129	341
SCHOOL EDUCATION.							
	Classes.						
Primary	Infant	145	6,931	150,881	15,528	34,095	1
	I	75	3,620	104,151	8,982	22,522	...
	II	63	3,208	94,505	6,494	17,703	1
	III	60	2,885	79,933	4,706	13,201	...
	IV	37	2,059	49,775	2,008	6,108	4
	V	48	1,477	40,831	1,221	4,780	1
Middle	VI	34	984	25,452	732	3,562	...
	VII	30	814	22,813	496	3,069	1
High	VIII	28	412	8,876	165	1,473	...
	IX	22	262	7,082	111	1,237	1
	X	6	206	5,869	105	1,093	...
	XI	1	133	5,105	59	868	...
TOTALS ...		549	22,991	595,273	40,607	109,711	9
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Intermediate classes ...	1st year ...	2	21	1,089	4	146	...
	2nd year ...	2	15	1,012	1	127	...
Degree classes ...	1st year ...	1	8	393	2	66	...
	2nd year ...	2	5	426	...	70	...
	3rd year ...	...	...	...	...	...	...
Post-Graduate classes ...	1st year ...	1	1	90	...	18	...
	2nd year ...	...	1	64	...	15	...
Research students		...	...	1	...	...	...
TOTALS ...		8	51	3,075	7	442	...
Scholars in recognized institutions ...		557	23,042	598,348	40,614	110,153	9
Number of scholars in unrecognized institutions.		2	1,879	37,490	3,727	10,546	...
GRAND TOTALS ...		559	24,921	635,838	44,341	120,699	9

general education in Bihar for the official year 1936-1937.

Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married boys.	Total number of married boys of and above the age of 18 years.	
7	8	9	10	11	12	13	
136	3,563	977,289	16,244,887	..	...	...	Total population.
							SCHOOL EDUCATION.
4	69	15,548	223,202	211,796	8,744	85	Primary — Infant.
2	96	7,951	147,399	138,864	9,109	86	I.
...	98	5,765	127,837	119,321	12,623	94	II.
...	88	4,494	105,367	97,183	14,777	174	III
1	105	2,040	62,137	55,092	8,344	37	IV.
...	85	1,402	49,845	43,630	9,531	111	V.
1	93	625	31,483	26,000	5,792	82	Middle VI.
...	52	508	27,783	22,546	6,511	279	VII.
1	43	101	11,099	6,985	2,146	158	High VIII.
2	27	53	8,797	5,351	1,858	242	IX.
2	14	54	7,349	4,321	1,870	487	X.
1	10	46	6,223	3,615	2,101	933	XI.
14	780	38,587	808,521	734,704	83,496	2,768	TOTALS.
							UNIVERSITY AND INTERMEDIATE EDUCATION.
...	2	1	1,265	794	469	348	Intermediate classes — 1st year.
...	...	3	1,160	747	516	470	Intermediate classes — 2nd year.
...	...	1	471	294	231	222	Degree classes — 1st year.
...	...	...	503	314	247	241	Degree classes — 2nd year.
..	...	...	...	...	...	...	Degree classes — 3rd year.
...	...	...	110	61	46	45	Post-Graduate classes — 1st year.
...	...	...	80	40	27	27	Post-Graduate classes — 2nd year.
...	...	...	1	...	...	...	Research students.
..	2	5	3,590	2,250	1,539	1,353	TOTALS.
14	782	38,592	812,111	736,954	85,035	4,121	Scholars in recognised institutions.
...	12	2,995	56,651	49,941	3,150	647	Number of scholars in unrecognized institutions.
14	794	41,587	868,762	783,895	88,185	4 968	GRAND TOTALS.

General Table IV-B—Race or creed of female scholars receiving

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.
				Higher castes.	Others.		
		1	2	3	4	5	6
Total population ...		5,208	161,460	10,295,681	2,575,400	2,086,198	182
SCHOOL EDUCATION.							
	Classes.						
Primary	Infant	184	4,572	28,342	1,004	10,869	...
	I	65	2,334	16,245	483	6,025	...
	II	57	1,796	11,909	369	3,752	...
	III	79	1,492	8,262	199	2,300	...
	IV	60	969	2,431	58	139	...
	V	47	781	1,716	22	83	...
*Middle	VI	42	467	549	7	22	...
	VII	38	379	371	6	28	...
High	VIII	13	81	163	...	12	...
	IX	13	55	110	...	3	...
	X	1	24	63	...	1	...
	XI	...	11	49	1	1	...
TOTALS ...		599	12,961	70,210	2,149	23,235	...
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Intermediate Classes ...	1st year ...	1	1	11	...	...	...
	2nd year ...	...	5	6	...	...	...
Degree ,, ...	1st year ...	1	1	3	...	...	...
	2nd year ...	...	...	1	...	...	...
	3rd year ...	...	...	...	...	...	...
Post-Graduate ,, ...	1st year ...	...	...	...	...	...	...
	2nd year ...	...	...	...	...	...	...
Research Students		...	...	...	...	...	...
TOTALS ...		2	7	21	...	...	...
Scholars in recognized institutions ...		601	12,968	70,231	2,149	23,235	...
Number of scholars in unrecognized institutions.		1	430	4,238	179	2,300	...
GRAND TOTALS ...		602	13,398	74,469	2,328	25,535	...

* Lines could not be drawn as the middle and high departments begin from

general education in Bihar for the official year 1936-37.

Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married girls.	Total number of married girls of and above the age of 14 years.	
7	8	9	10	11	12	13	
85	2,001	1,000,332	16,126,547	...	...	...	Total population.
							SCHOOL EDUCATION.
5	52	897	45,925	39,248	926	...	Classes. Primary Infant.
4	34	341	25,531	21,136	912	7	I.
1	33	239	18,156	14,440	1,026	15	II.
...	40	170	12,542	9,670	1,163	31	III.
1	21	71	3,750	2,253	268	26	IV.
...	18	39	2,706	1,572	255	34	V.
1	3	14	1,105	426	45	19	*Middle VI.
...	8	12	837	330	49	24	VII.
...	3	...	272	31	16	4	*High VIII.
...	2	1	184	12	3	3	IX.
...	...	...	89	8	4	2	X.
...	...	...	62	5	5	4	XI.
12	209	1,784	111,159	89,131	4,672	169	TOTALS.
							UNIVERSITY AND INTERMEDIATE EDUCATION.
...	...	...	13	...	1	1	Intermediate Classes. 1st year.
...	...	...	11	1	...	...	2nd year.
...	...	...	5	...	...	...	Degree Classes. 1st year.
...	...	...	1	...	...	...	2nd year.
...	...	...	...	...	...	..	3rd year.
...	...	...	...	...	...	...	Post-Graduate Classes. 1st year.
...	...	...	...	...	...	...	2nd year.
...	...	...	...	...	...	...	Research students.
...	...	...	30	1	1	1	TOTALS.
12	209	1,784	111,189	89,132	4,673	170	Scholars in recognised institutions.
...	...	146	7,294	6,387	754	21	Number of scholars in unrecognised institutions.
12	209	1,930	118,483	95,519	5,427	191	GRAND TOTALS.

Classes VII and IX, respectively, in European schools.

General Table V-A.—Race or creed of male scholars receiving vocational and special education in Bihar for the official year 1936-37.

	Europeans and Anglo-Indians	Indian Christians	Hindus. Higher castes.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from rural areas.	Total number of married boys.	The number of married boys of and above the age of 18 years.
	1	2	3	4	5	6	7	8	9	10	11	12	13
SCHOOL EDUCATION.													
Arts schools ...	...	...	...	...	...	...	.	.	...	...	.	..	...
Law schools ...	...	...	126	..	17	...	...	...	...	143	65	143	143
Medical schools ...	...	1	154	1	56	..	..	..	..	212	138	164	158
Normal and Training schools.	.	113	938	19	262	...	...	1	46	1,379	1,359	1,032	897
Engineering and Surveying schools.	..	...	...	...	..	.	...	...	.	...	..	...	...
Technical and Industrial schools.	46	225	1,370	22	276	...	1	53	51	2,044	1,425	259	197
Commercial schools ..	1	10	461	1	77	.	...	1	3	554	132	349	159
Agricultural schools ...	...		..	...	...		...	...			...	...	...
Reformatory school ...	..	7	123	23	66	...	..	1	5	225	225	...	...
Schools for defectives	...	34	35	2	7	...	...	...	12	90	28	3	3
Schools for adults ...	..	6	3	2	...	..	...	...	5	16	4	13	13
Other schools ...	...	122	10,347	62	3,240	...	...		3	13,774	12,126	5,208	3,170
TOTALS ...	47	518	13,557	132	4,001	...	1	56	125	18,437	15,502	7,171	4,735
UNIVERSITY AND INTERMEDIATE EDUCATION.													
Law	1	...	245	...	57	...	...	1	1	305*	168	188	188
Medicine	...	4	214	...	46	...	...	...	...	264	101	206	206
Education	...	2	43	...	7	...	...	...	...	52	38	42	42
Engineering ...	1	..	74	...	6	...	...	...	1	82†	42	21	21
Agriculture ...	...	...	...	..	...	..	..	..	...	..	...	...	...
Commerce	...	...	...	...	...	...	...	...	.	..	.	...	...
Forestry	...	...	...	...	...	...		...	...	...	.	...	...
Veterinary science ...	...	2	45	1	23	...	..	3	...	74	35	31	20
TOTALS ...	2	8	621	1	139	..	...	4	2	777	384	488	487
GRAND TOTALS ...	49	526	14,178	133	4,140	...	1	60	127	19,214	15,886	7,659	5,222

*Excludes 29 M.A. and 3 M.Sc. scholars.
†Excludes 196 students not reading the University course.

General Table V-B.—Race or creed of female scholars receiving vocational and special education in Bihar for the official year 1936-37.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from rural areas.	Number of married girls.	The number of married girls of and above the age of 14 years.
			Higher castes.	Others.									
	1	2	3	4	5	6	7	8	9	10	11	12	13
School Education.													
Arts schools ...	...	...	...	...	...	...	...	...	...	...	...	...	
Law schools... ...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical schools ...	...	.	...	...	...	...	...	...	...	...	..	...	...
Normal and Training schools.	...	116	79	1	38	...	...	..	...	234	155	79	79
Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...	..	...
Technical and Industrial schools.	...	281	1	.	..	...	...	...	1	283	238	1	...
Commercial schools ...	2	...	...	...	..	...	...	..	...	2	...	...	...
Agricultural schools ..	...	51	..	...	..	...	...	...	3	54	54	...	...
Reformatory schools ...	..	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives ..	...	12	1	...	...	...	...	...	...	13	...	...	...
Schools for adults ...	..	11	...	...	...	.	..	...	...	11	11	...	...
Other schools ...	...	139	2	...	13	...	...	...	...	154	154	1	...
Totals ...	2	610	83	1	51	...	...	...	4	751	612	81	79
University and Intermediate Education.													
Law	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	1	1	...	...	...	...	...	...	2	...	...	...
Education	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	..	...	...	..	...	...	...	...	...	...
Commerce	...	..	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	1	1	..	...	...	...	...	...	2	...	...	...
Grand Totals ...	2	611	84	1	51	...	...	...	4	753	612	81	79

General Table VI-A.—Teachers (Men) in the Province

Class of Institutions.	Trained Teachers with the following educational qualifications.				
	A degree.	Passed Intermediate or matric or school final.	Passed middle school.	Passed upper primary or lower primary school.	Lower qualifications.
	1	2	3	4	5
Primary Schools—					
Government	...	3	14	...	...
District Board and Municipal ...	...	26	5,437	627	6
Aided	...	31	9,611	1,888	4
Unaided	...	2	247	35	...
Totals ...	...	62	15,309	2,550	10
Middle Schools—					
Government	5	7	16	...	...
District Board and Municipal ...	4	315	1,202	14	...
Aided	8	268	694	15	1
Unaided	5	83	129	5	...
Totals ...	22	673	2,041	34	1
High Schools—					
Government	165	67	83	...	...
District Board and Municipal ...	...	...	...	...	...
Aided	205	263	139	...	...
Unaided	99	144	42	...	...
Totals ...	469	474	264	...	...
GRAND TOTALS ...	491	1,209	17,614	2,584	11

of Bihar for the official year 1936-37.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.	
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
6	7	8	9	10	11	12	
							Class of Institutions.
							Primary Schools—
...	...	...	1	17	1	18	Government.
1	1	13	2,001	6,096	2,016	8,112	District Board and Municipal.
1	1	7	9,331	11,534	9,340	20,874	Aided.
1	1	1	751	284	754	1,038	Unaided.
3	3	21	12,084	17,931	12,111	30,042	Totals.
							Middle Schools—
...	1	1	3	28	5	33	Government.
12	48	159	463	1,535	682	2,217	District Board and Municipal.
24	64	183	485	986	756	1,742	Aided.
2	24	28	195	222	249	471	Unaided.
38	137	371	1,146	2,771	1,692	4,463	Totals.
							High Schools—
7	14	37	38	315	96	411	Government.
...	...	...	...	...	...	...	District Board and Municipal.
171	165	245	306	607	887	1,494	Aided.
69	180	98	306	285	653	938	Unaided.
247	359	380	650	1,207	1,636	2,843	Totals.
288	499	772	13,880	21,909	15,439	37,348	GRAND TOTALS.

General Table VI-B.—Teachers (Women) in the Province of

	Trained Teachers with the following educational qualifications.				
	A degree.	Passed Intermediate or matric or school final.	Passed middle school.	Passed upper primary or lower primary school.	Lower qualifications.
	1	2	3	4	5
Class of institutions.					
Primary Schools—					
Government	...	...	9	3	...
District Board and Municipal ...	...	3	73	34	1
Aided	...	27	264	93	...
Unaided	...	...	12	4	...
Totals ...	..	30	298	134	1
Middle Schools—					
Government	1	2	8	...	...
District Board and Municipal ...	...	1	14	3	...
Aided	10	28	113	19	...
Unaided	1	5	17	3	...
Totals ...	12	36	152	25	...
High Schools—					
Government	5	2	6	...	...
District Board and Municipal ...	...	...	...	...	..
Aided	10	30	33	3	2
Unaided	...	...	...	...	...
Totals ...	15	32	39	3	2
GRAND TOTALS ...	27	98	489	162	3

Bihar for the official year 1936-37.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.	
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
6	7	8	9	10	11	12	
							Class of institutions.
							Primary Schools—
...	...	...	1	12	1	13	Government.
...	...	.	154	111	154	265	District Board and Municipal.
1	..	1	952	324	954	1,278	Aided.
...	1	.	55	16	56	72	Unaided.
1	1	1	1,162	463	1,165	1,628	Totals.
							Middle Schools—
...	.	...	...	11	...	11	Government.
...		...	3	18	3	21	District Board and Municipal
...	3	1	80	170	84	254	Aided.
...	3	6	7	26	16	42	Unaided.
...	6	7	90	225	103	328	Totals.
							High Schools—
1	1	1	2	13	5	18	Government.
...	...	...	..	...	...	...	District Board and Municipal
1	13	6	24	78	44	122	Aided.
...	...	...	...	...	...	..	Unaided.
2	14	7	26	91	49	140	Totals.
3	21	15	1,278	779	1,317	2,096	GRAND TOTALS.

General Table VII.—Anglo-Indian and European education in Bihar

Total European and Anglo-Indian population—
Males 6,718
Females 5,208
Total 11,926

Percentage to Euro-

	Institutions.	Scholars on 31st March 1937.	Number of females in institutions for males and *vice versa*.	Number of non-European on the roll. (*a*)	Teachers— Trained.	Teachers— Untrained.
	1	2	3	4	5	6
Institutions for Males.						
High schools	2	302	...	49	21	5
Middle schools	...	...	...	...	...	...
Primary schools	4	135	65	5	7	4
Totals ...	6	437	65	54	28	9
Institutions for Females.						
High schools	2	463	52	94	19	11
Middle schools	...	...	...	...	...	...
Primary schools	9	391	178	35	18	12
Totals	11	854	230	129	37	23
GRAND TOTALS FOR ALL INSTITUTIONS.	17	1,291	...	183	65	32

Expenditure on buildings by Public Works Department—nil.

Miscellaneous includes the following main items :—

	Rs.
Scholarships and stipends ...	8,971
Hostel charges (recurring) ...	75,488
Contingencies and Miscellaneous	8,400

* Includes both district board

(*a*) The term "Non-Europeans" does not

during the official year 1936-37.

pean and Anglo-Indian population of those at school—

Males	8·9
Females	13·2
Total	10·8

EXPENDITURE FROM—					
Government funds.	Local funds.*	Fees.	Other sources.	Total expenditure.	
7	8	9	10	11	
Rs.		Rs.	Rs.	Rs.	INSTITUTIONS FOR MALES.
20,057	...	47,982	11,921	79,960	High schools.
...	...	...	...	...	Middle schools.
2,402	...	6,492	8,460	17,354	Primary schools.
22,459	...	54,474	20,381	97,314	TOTALS.
					INSTITUTIONS FOR FEMALES.
16,321	...	38,429	7,639	62,389	High schools
..	...	...	...	...	Middle schools.
10,565	...	19,889	24,523	54,977	Primary schools.
26,886	...	58,318	32,162	1,17,366	TOTALS.
49,345	...	1,12,792	52,543	2,14,680	GRAND TOTALS FOR ALL INSTITUTIONS.
3,046	...	...	...	3,046	Inspection.
3,239	...	...	10,923	14,162	Building, etc.
33,116	...	47,129	12,614	92,859	Miscellaneous.
39,401	...	47,129	23,537	1,10,067	TOTALS.
88,746	...	1,59,921	76,080	3,24,747	GRAND TOTAL.

and municipal funds.
include domiciled European or Anglo-Indians.

General Table VIII.—Examination results, Bihar

Examinations.	MALES.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
DEGREE EXAMINATIONS.						
Arts and Science.						
M. A.	79	24	103	36	14	50
M. Sc.	21	1	22	13	1	14
B. A. (Honours)	137	.	137	69	...	69
B. Sc. (Honours)	26	.	26	18	...	18
B. A. (Pass)	353	32	385	(a)196	9	205
B. Sc. (Pass)	67	...	67	(b)58		58
Law.						
Master of Law	..	...		..	...	..
Bachelor of Law	204	...	204	122	..	122
Medicine.						
M. D.	...	1	1	...	1	1
M. B. B. S. Final { Part I ...	54	...	54	31	...	31
M. B. B. S. Final { ,, II ...	80	...	80	40	..	40
Engineering.						
Bachelor of C. E.	13	...	13	11	...	11
Education.						
M. Ed.	8	1	9	8	..	8
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	919	30	949	476	6	482
Intermediate in Science	408	...	408	204	...	204
License, Diploma or Certificate in Teaching.	43	10	53	37	4	41
Preliminary Law	235	...	235	136	...	136
First M. B. B. S.	48	...	48	41	...	41
Second ,, ,, ...	121	...	121	76	...	76
Intermediate in Civil Engineering ...	18	...	18	12	...	12
Veterinary Examination ...	19	...	19	12	...	12
SCHOOL EXAMINATIONS.						
(a) On completion of High School course.	...	...	...	...	...	...
Matriculation	5,192	426	5,618	2,754	210	2,964

* Appearing from

(a) Includes 40 candidates for Honours.

(b) Includes 4 candidates for Honours.

for the official year 1936-37.

FEMALES.						EXAMINATIONS.
NUMBER OF EXAMINEES.			NUMBER PASSED.			
Public.*	Private.	Total.	Public.	Private.	Total.	
7	8	9	10	11	12	
						DEGREE EXAMINATIONS.
						ARTS AND SCIENCE.
...	...	...	...	...	...	M. A
...	...	...	...	..	...	M. Sc.
...	...	...	...	.		B. A (Honours).
...	...	...	...	...	.	B. Sc. (Honours).
...	...	...	...	.	..	B. A. (Pass).
...	...	...		.		B. Sc. (Pass).
						LAW.
...	...	...	...	...		Master of Law.
.	..	...	...	..	.	Bachelor of Law.
						MEDICINE.
...	..	.	.	...		M. D.
...	...	..	...	...	.	M. B. B. S. Final { Part I.
...	...	.	.	..		" II.
						ENGINEERING.
...	...	..		..		Bachelor of C. E.
						EDUCATION.
..	...	...	...	.	...	M. Ed.
						INTERMEDIATE EXAMINATIONS.
1	1	2	1	...	1	Intermediate in Arts
...	...	...	...	...	..	Intermediate in Science.
...	...	...	...	...	...	License, Diploma or Certificate in Teaching.
...	...	...	..	.	..	Preliminary Law.
...	...	...	...	...	...	First M. B. B. S.
...	...	...	...	...	...	Second " "
...	...	...	...	...	...	Intermediate in Civil Engineering.
...	...	...	...	...	...	Veterinary Examination.
...	...	...	...	...	...	SCHOOL EXAMINATION. (a) On completion of high school course.
32	1	33	25	...	26	Matriculation.

recognised institution.

General Table VIII.—Examination results, Bihar,

Examination.	MALES.					
	Number of Examinees			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
SCHOOL EXAMINATIONS—*concld.*						
(a) On completion of High School Course—concld.						
School Final or School Leaving ...	.	...	..	.	...	..
European High School	...	..	..	...	...	..
Cambridge School Certificate ..	11	1	12	10	1	11
(b) On completion of Middle School Course.						
Cambridge Junior	26	.	26	24	...	24
European Middle	...	...		...		.
Anglo-Vernacular Middle ...	15,691	2	15,693	10,938	...	10,938
Vernacular Middle	(a) 5,480	251	5,731	(b) 4,945	(c)92	5,037
(c) On completion of Primary Course.						
Upper Primary	40,375	.	40,375	34,186	..	34,186
Lower Primary	94,241		94,241	68,858	.	68,858
(d) On completion of Vocational Course.						
For teacher's certificate — Vernacular, Higher ...	108	21	129	88	13	101
Vernacular, Lower ...	1,178	451	1,629	1,028	165	1,193
At Art schools	...	..	.	...	...	...
At Law schools ...	39	...	39	39	...	39
At Medical schools	70	...	70	44	..	44
At Engineering schools† ...	(g)63	...	63	57	...	57
At Technical and Industrial schools.	471	...	471	357	...	357
At Commercial schools ...	311	...	311	237	...	237
At Agricultural schools ...		...	...	...	...	...
At other schools††	67	...	67	53	...	53

* i.e. Appearing from a
† Includes
†† The results of Madrasas and Sanskrit Tols
(a) Includes 4,077 candidates from
(b) Includes 1,277 candidates who appeared for the
(c) Includes 1 candidate who appeared for the
(d) Includes 88 candidates from
(e) Includes 41 candidates who appeared for the
(f) Includes 11 candidates who appeared for the
(g) Figures for candidates not reading University courses

for the official year 1936-37—concld.

FEMALES.						Examination.
NUMBER OF EXAMINEES.			NUMBER PASSED.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
7	8	9	10	11	12	
						SCHOOL EXAMINATIONS—*concld.*
						(*a*) ON COMPLETION OF HIGH SCHOOL COURSE—concld.
..	...	...		...	..	School Final or School Leaving.
...	...			..	...	European High School.
4	...	4	3	...	3	Cambridge School Certificate.
						(*b*) ON COMPLETION OF MIDDLE SCHOOL COURSE.
12		12	9	.	9	Cambridge Junior.
...	..	.	..	...	...	European Middle.
445	47	492	348	26	374	Anglo-Vernacular Middle.
(*d*)132	70	202	(*e*) 138	(*f*)43	181	Vernacular Middle.
						(*c*) ON COMPLETION OF PRIMARY COURSE.
1,852	2	1,854	1,504	1	1,505	Upper Primary.
9,655	..	9,655	7,215	.	7,215	Lower Primary.
						(*d*) ON COMPLETION OF VOCATIONAL COURSE. For teacher's certificate :—
...	...	...	.	...	...	Vernacular, Higher.
67	3	70	66	...	66	Vernacular, Lower.
...	...		...	.		At Arts schools.
	...	.	...	...	..	At Law schools.
...	...	..	...	...	...	At Medical schools.
...	...	.		..	.	At Engineering schools.†
27	...	27	24	.	24	At Technical and Industrial schools.
...	...	..	..	..		At Commercial schools.
...	...	...	.	.	...	At Agricultural schools.
19	...	19	9	.	9	At other schools.††

recognized institution.
Survey schools.
are shown in Chapter IX.
Middle English schools.
Middle English examination.
Middle English examination.
Middle English schools.
Midde English examination.
Middle English examination.
at the Bihar College of Engineering.

General Table IX.—Statistics of educational institutions in rural area

Types of Institutions.	Number of Institutions and Scholars.							
	Government		District Board		Private		Total	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
RECOGNIZED INSTITUTIONS.								
For Males.								
Arts Colleges		..			...	...	...	...
High schools					93	21,151	93	21,151
Middle schools			344	45,030	324	39,219	668	84,249
Primary schools			2,749	156,572	14,877	496,668	17,626	653,240
Training schools ..	59	1,312	...	...	3	67	62	1,379
Agricultural schools ..	..		...		...	...	..	..
Schools for adults ..	..	..	...		1	27	1	27
Other schools ...	11	701	1	22	258	8,389	270	9,112
Totals	70	2,013	3,094	201,624	15,556	565,521	18,720	769,158
For Females.								
Arts colleges					...	..	...	...
High schools		...				...	...	...
Middle schools	...		2	178	8	1,583	10	1,761
Primary schools			127	5,065	1,584	38,023	1,711	43,088
Training schools ..	2	42	...	..	4	87	6	129
Agricultural schools		..	...		1	54	1	54
Schools for adults	...				...	...	..	...
Other schools				...	7	496	7	496
Totals ...	2	42	129	5,243	1,604	40,243	1,785	45,528
Grand Totals for all recognized Institutions.	72	2,055	3,223	206,867	17,160	605,764	20,455	814,686
II.—UNRECOGNIZED INSTITUTIONS								
For Males	...		...	..	...	...	1,695	51,255
For Females	...	...	...	...	...	...	166	3,680
Totals ..	...	..	...		...	...	1,861	54,935
Grand Totals for all Institutions.	..	...	...	...	...	...	22,316	869,621

in the province of Bihar for the official year 1936-37.

Expenditure on Institutions—				Number of Teachers—				
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In Private schools.	Total	Types of Institutions.
10	11	12	13	14	15	16	17	
Rs.	Rs.	Rs.	Rs.					Recognized Institutions.
								For Males.
..	...	..	..	..		.	.	Arts colleges.
2,12,963	1,297	7,01,075	9,15,335		..	1,112	1,112	High schools.
26,626	9,54,310	7,57,443	17,38,379	.	2,107	1,780	3,887	Middle schools.
10,201	31,81,932	11,34,420	43,26,553	.	7,019	19,947	26,966	Primary schools.
2,17,086	45	6,692	2,23,823	88	.	11	9	Training schools.
.	.			...		..		Agricultural schools.
..	352	40	392	...	.	3	3	Schools for adults.
1,35,733	1,247	1,53,867	2,90,847	16	1	477	494	Other schools.
6,02,609	41,39,183	27,53,537	74,95,329	99	9,127	23,330	32,556	Totals.
								For Females.
...	...	...	.	..	.	..	...	Arts colleges.
.	..	...	.			.	...	High schools.
12,514	4,511	33,555	50,580	..	10	92	102	Middle schools
2,993	2,34,278	42,666	2,79,937	.	248	1,769	2,017	Primary schools.
30,132	..	4,108	34,240	5	..	12	17	Training schools.
360	..	840	1,200	.		2	2	Agricultural schools.
	.	.		..			...	Schools for adults.
3,156	..	9,286	12,442	...	.	31	31	Other schools.
49,155	2,38,789	90,455	3,78,399	5	258	1,906	2,169	Totals.
6,51,764	43,77,972	28,43,992	78,73,728	104	9,385	25,236	34,725	Grand totals for all recognized institutions.

*

General Table X.—Male scholars by classes and ages on the 31st March 1937—(Quinquennial.)

Stages.	Primary.						Middle.		High.				Total.
Classes.	Infant.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	
Ages—													
Below 5 ...	3,078	23	1	...	.	.	...	...	...	.	...	...	3,102
5 to 6 ...	94,024	16,069	1,221	59	25	9	.	.	...		...	...	111,407
6 to 7 ...	62,337	48,044	13,085	1,236	418	52	6	.	.	..	..	..	125,178
7 to 8 ...	34,452	39,418	32,795	10,209	1,817	720	162	8	2	...	...	...	119,583
8 to 9 ...	16,373	23,396	34,114	25,129	5,934	2,318	682	166	62	3	...	...	108,177
9 to 10 .	7,346	11,606	23,004	27,396	12,357	6,201	2,195	676	258	117	2	...	91,158
10 to 11 ...	2,555	4,934	11,983	20,752	15,235	11,059	4,205	1,640	719	280	3	1	73,366
11 to 12 ...	1,098	1,966	6,60	11,212	12,129	11,277	6,212	3,295	1,502	713	123	11	56,146
12 to 13 ...	564	859	2,925	5,338	7,419	8,554	6,529	5,409	1,869	1,283	492	59	41,300
13 to 14 ...	444	414	1,236	2,216	3,915	5,086	4,950	5,916	1,970	1,731	1,119	278	29,275
14 to 15 ...	361	225	425	972	1,894	2,632	3,181	4,770	1,812	1,601	1,428	691	19,992
15 to 16 ...	244	153	188	407	475	1,016	1,979	2,845	1,261	1,297	1,483	1,895	12,693
16 to 17 ...	98	111	85	174	237	427	782	1,323	761	775	1,144	1,346	7,263
17 to 18 ...	58	29	36	101	138	235	421	799	422	476	743	1,059	4,517
18 to 19 ...	53	43	40	74	76	145	142	678	261	325	481	671	2,989
19 to 20 ...	17	26	37	34	29	66	30	228	188	165	230	425	1,475
Over 20 ...	100	83	54	58	39	48	7	30	12	31	151	287	900
Totals ...	223,202	147,399	127,837	105,367	62,137	49,845	31,483	27,783	11,099	8,797	7,349	6,223	808,521
Withdrawals in 1936-37 ...	69,738	24,443	18,234	54,957	14,740	26,222	7,503	12,910	5,083	1,613	1,575	3,954	240,972
Admission in 1936-37 ...	147,190	36,467	21,050	14,494	32,948	9,473	14,637	5,561	6,070	1,791	1,711	1,887	293,279

General Table X.—Male scholars by classes and ages on the 31st March 1937—(Quinquennial).—concld.

Stages. / Classes.	Intermediate degree post-graduate. 1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	(a)7th year.	Totals.	Grand totals.
Ages—									
Below 5	...	...	...	...	...	...		...	3,102
5 to 6	...	...	...	...	..	...	...	...	111,407
6 to 7	...	...	...	...	...	...	...	...	125,178
7 to 8	...	...	...	...	...	...	...	...	119,583
8 to 9	...	..	...	...	..	...	...	..	108,177
9 to 10	...	...	..	...	.	..	...	...	91,158
10 to 11	...	...	..	...	...	..	...	...	73,366
11 to 12	...	...	.	...	...	...	...	...	56,146
12 to 13	...	...	...	...	...	...	...	...	41,300
13 to 14	8	1	...	...	.	...	...	9	29,284
14 to 15	25	12	...	.	...	...	...	37	20,029
15 to 16	83	34	3	1	...	..	..	121	12,814
16 to 17	249	140	7	9	...	...	...	405	7,668
17 to 18	291	178	57	15	.	.	...	541	5,058
18 to 19	273	244	87	50	2	...	...	656	3,645
19 to 20	179	217	115	109	10	4	...	634	2,109
Over 20	157	334	202	319	98	76	1	1,187	2,087
Totals ...	1,265	1,160	471	503	110	80	1	3,590	812,111
Withdrawals in 1936-37 ...	162	800	62	468	27	87	...	1,606	242,578
Admission in 1936-37 ...	1,429	461	493	178	121	85	..	2,767	296,046

(a) Research scholar.

General Table X.—Female scholars by classes and ages on the 31st March 1937 (Quinquennial.)

Stages..	Primary.						Middle.		High.				Total.
Classes.	Infant.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	
Ages.													
Below 5	1,184	11	1	...	...	...	...	...	...	..	...	...	1,196
5 to 6	18,967	2,413	205	17	2	2	...	...	...	.	...		21,606
6 to 7	13,074	6,841	1,949	273	16	5		..	...	...	...	...	22,158
7 to 8	7,754	8,335	4,869	1,220	112	14	2	..	.	...	..	...	22,306
8 to 9	3,250	4,556	5,136	2,835	411	74	23	1	.		.	...	16,286
8 to 10	1,055	2,171	3,068	3,439	959	405	73	8	1	...	..	...	11,179
10 to 11	347	704	1,720	2,616	870	589	156	37	7	1	...	...	7,047
11 to 12	153	294	776	1,266	560	589	183	86	20	...	...	...	3,927
12 to 13	93	135	252	523	432	503	210	162	40	10	2	1	2,363
13 to 14	27	41	100	237	243	290	178	195	87	43	5	1	1,447
14 to 15	13	21		67	90	151	145	132	58	73	8	16	828
15 to 16	5	5		21	27	51	87	88	24	31	29	21	397
16 to 17	. .	. 1	5	7	11	17	36	59	25	10	21	13	205
17 to 18	1	.	5	8	4	10	6	52	7	10	12	3	118
18 to 19	2	..	3	5	3	3	1	7	3	6	7	4	44
19 to 20	...	...	1	2	5	3	2	2	...	..	4	2	21
Over 20	..	3	4	6	5	.	3	8	..	..	1	1	31
Total	45,925	25,531	18,156	12,542	3,750	2,706	1,105	837	272	184	89	62	111,159
Withdrawals in 1936-37 ...	10,000	3,478	2,460	6,571	362	1.164	164	253	72	38	16	27	24,811
Admission in 1936-37 ...	22,305	5,091	2,714	1,356	1,218	332	235	83	71	22	9	7	33,443

General Table X.—Female scholars by classes and ages on the 31st March 1937—(Quinbuennial)—concld.

Stages.	Intermediate degree post graduate.							Total.	Grand total.
Classes.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.		
Ages—									
Below 5	...	...	...	...	...	...	...	...	1,196
5 to 6	...	...	...	...	...	...	...	...	21,606
6 to 7	...	...	...	...	...	...	...	...	22,158
7 to 8	...	...	...	...	...	...	...	...	22,306
8 to 9	...	...	...	...	...	...	...	...	16,286
9 to 10	...	...	...	...	...	...	...	...	11,179
10 to 11	...	...	...	...	...	...	...	...	7,047
11 to 12	...	...	...	...	...	...	...	...	3,927
12 to 13	...	...	...	...	...	...	...	...	2,363
13 to 14	...	...	...	...	...	...	...	...	1,447
14 to 15	...	...	...	...	...	...	...	...	828
15 to 16	...	...	...	...	...	...	...	...	397
16 to 17	2	...	...	...	...	...	...	2	207
17 to 18	5	...	...	...	...	...	...	5	123
18 to 19	3	3	1	...	...	...	...	7	51
19 to 20	1	2	...	...	...	...	...	3	24
Over 20	2	6	4	1	...	...	...	13	44
Total	13	11	5	1	...	...	...	30	111,189
Withdrawals in 1936-37	...	1	...	...	...	...	...	1	24,812
Admission in 1936-37	13	1	3	...	...	...	...	17	33,460

Appendix I.—Statement showing the percentage of Indian children at sch to the total Indian population in each district in the province of Bih in 1931-32 and 1936-37.

District.		Total Indian population.			Number of Indian children at school.			Percentage of Indi children at schoo to the total India population.		
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10
Patna ...	1931-32	955,179	890,119	1,845,298	62,829	8,023	70,852	6·6	·9	3
	1936-37	955,179	890,119	1,845,298	72,593	11,843	84,436	7·6	1·3	4
Gaya	1931-32	1,193,607	1,194,790	2,388,397	58,581	6,627	65,208	4·9	·6	2
	1936-37	1,193,607	1,194,790	2,388,397	64,364	8,469	72,833	5·4	·7	3
Shahabad ...	1931-32	999,088	994,382	1,993,470	55,743	3,552	59,295	5·6	·4	3
	1936-37	999,088	994,382	1,993,470	70,801	5,499	76,300	7·09	·6	3
Totals for Patna Division.	1931-32	3,147,874	3,079,291	6,227,165	177,153	18,202	195,355	5·6	·6	3
	1936-37	3,147,874	3,079,291	6,227,165	207,758	25,811	233,569	6·6	·8	3
Saran	1931-32	1,219,975	1,266,356	2,486,331	66,320	3,470	69,790	5·4	·3	2
	1936-37	1,219,975	1,266,356	2,486,331	77,444	4,456	81,900	6·3	·4	3
Champaran ...	1931-32	1,080,867	1,064,650	2,145,517	40,010	5,368	45,378	3·7	·5	2
	1936-37	1,080,867	1,064,650	2,145,517	43,473	5,601	49,074	4·02	·5	2
Muzaffarpur ...	1931-32	1,443,658	1,497,114	2,940,772	67,712	6,494	74,206	4·7	·4	2
	1936-37	1,443,658	1,497,114	2,940,772	70,318	7,082	77,400	4·9	·5	2
Darbhanga ...	1931-32	1,570,880	1,595,073	3,165,953	74,494	7,890	82,384	4·7	·5	2
	1936-37	1,570,880	1,595,073	3,165,953	79,939	9,405	89,344	5·09	·6	2
Totals for Tirhut Division.	1931-32	5,315,380	5,423,193	10,738,573	248,536	23,222	271,758	4·7	·4	2
	1936-37	5,315,380	5,423,193	10,738,573	271,174	26,544	297,718	5·1	·5	2
Monghyr ...	1931-32	1,145,522	1,141,130	2,286,652	58,158	7,091	65,249	5·08	·6	2
	1936-37	1,145,522	1,141,130	2,286,652	66,825	9,581	76,406	5·8	·8	3
Bhagalpur ...	1931-32	1,130,528	1,104,018	2,234,546	54,210	7,475	61,685	4·8	·7	2
	1936-37	1,130,528	1,104,018	2,234,546	60,210	9,643	69,853	5·3	9	3
Purnea ...	1931-32	1,129,635	1,056,809	2,186,444	51,630	8,234	59,873	4·6	·8	2
	1936-37	1,129,635	1,056,809	2,186,444	51,872	9,979	61,851	4·6	·9	2
Santal Parganas	1931-32	1,025,776	1,025,367	2,051,143	44,408	4,780	49,188	4·3	·5	2
	1936-37	1,025,776	1,025,367	2,051,143	49,067	6,229	55,296	4·8	·6	2
Totals for Bhagalpur Division.	1931-32	4,431,461	4,327,324	8,758,785	208,415	27,580	235,995	4·7	·6	2
	1936-37	4,431,461	4,327,324	8,758,785	227,974	35,432	263,406	5·1	·8	3·0

Appendix I.—Statement showing the percentage of Indian children at school to the total Indian population in each district in the province of Bihar in 1931-32 and 1936-37—concld.

District.		Total Indian population.			Number of Indian children at school.			Percentage of Indian children at school to the total Indian population.		
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10
Hazaribagh ...	1931-32	751,821	765,277	1,517,098	24,616	3,102	27,718	3·3	·4	1·8
	1936-37	751,821	765,277	1,517,098	26,941	3,668	30,609	3·6	·5	2·02
Ranchi ...	1931-32	776,776	789,743	1,566,519	47,807	11,951	59,758	6·2	1·5	3·8
	1936-37	776,776	789,743	1,566,519	51,734	14,261	65,995	6·7	1·8	4·2
Palamau ...	1931-32	409,754	408,940	818,694	16,934	1,959	18,893	4·1	·5	2·3
	1936-37	409,754	408,940	818,694	17,936	2,475	20,411	4·4	·6	2·5
Manbhum ...	1931-32	939,372	870,359	1,809,731	48,799	4,516	53,315	5·2	·5	2·9
	1936-37	939,372	870,359	1,809,731	52,640	6,626	59,266	5·6	·8	3·3
Singhbhum ..	1931-32	468,819	460,016	928,835	21,654	2,579	24,233	4·6	·6	2·6
	1936-37	468,819	460,016	928,835	26,854	3,784	30,638	5·7	·8	3·3
Totals for Chota Nagpur Division.	1931-32	3,346,542	3,294,335	6,640,877	159,810	24,107	183,917	4·8	·7	2·8
	1936-37	3,346,542	3,294,335	6,640,877	176,105	30,814	206,919	5·3	·9	3·1
Grand Totals ...	1931-32	16,241,257	16,124,143	32,365,400	793,914	93,111	887,025	4·9	·6	2·7
	1936-37	16,241,257	16,124,143	32,365,400	883,011	118,601	1,001,612	5·4	·7	3·09

APPENDIX II

Statement showing particulars of the madrasas, primary Urdu schools, tols and primary Sanskrit schools in Bihar for the official year 1936-37.

Particulars.		Classed in general table I as "primary schools".	Classed in general table I as "special schools".	Classed in general table I as "unrecognised institutions"	Total.
1		2	3	4	5
MADRASAS.					
1. Institutions	for males ...	...	39	59	98
	for females ...	...	...	...	...
2. Pupils	males ...	...	3,138	2,938	6,076
	females ...	...	13	55	68
3. Expenditure from provincial funds		...	51,217	200	51,417
4. Expenditure from district or local funds ...		...	72	...	72
5. Expenditure from municipal funds		...	...	...	...
6. Fees		...	712	212	924
7. Other sources		...	72,988	32,954	105,942
8. Total expenditure		...	124,989	33,366	158,355
PRIMARY URDU SCHOOLS.					
1. Institutions	for males ...	2,230	...	245	2,475
	for females ...	644	...	78	722
2. Pupils	males ...	62,194	..	5,853	68,047
	females ...	20,746	...	2,121	22,867
3. Expenditure from provincial funds		16,891	...	...	16,891
4. Expenditure from district or local funds ...		287,527	...	...	287,527
5. Expenditure from municipal funds		71,930	...	...	71,930
6. Fees		60,965	...	3,398	64,363
7. Other sources		53,853	...	7,742	61,595
8. Total expenditure		491,166	...	11,140	502,306

APPENDIX II—*concld.*

***Statement showing** particulars of the madrasas, primary Urdu schools, tols and primary Sanskrit schools in Bihar for the official year* 1936-37—concld.

Particulars.	Classed in general table I as "primary schools".	Classed in general table I as "special schools".	Classed in general table I as "unrecognized institutions".	Total.
1	2	3	4	5
TOLS.				
1. Institutions ... ... for males ...	...	292	10	302
for females ...	...	...	...	...
2. Pupils ... ... males ...	...	10,339	337	10,676
females ...	...	2	...	2
3. Expenditure from provincial funds	...	59,139	...	59,139
4. Expenditure from district or local funds ...	...	252	...	252
5. Expenditure from municipal funds	...	390	...	390
6. Fees	...	288	...	288
7. Other sources	...	194,708	14,155	208,863
8. Total expenditure	...	254,777	14,155	268,932
PRIMARY SANSKRIT SCHOOLS.				
1. Institutions ... ... for males ...	732	...	63	795
for females ...	2	...	1	3
2. Pupils ... ... males ...	20,814	...	1,371	22,185
females ...	548	...	34	580
3. Expenditure from provincial funds	...	...	...	...
4. Expenditure from district or local funds ...	97,674	...	...	97,674
5. Expenditure from municipal funds	7,685	...	...	7,685
6. Fees	7,391	...	203	7,594
7. Other sources	20,207	...	2,010	22,217
8. Total expenditure	132,957	...	2,213	135,170

Names of Missions.	Institutions							
	Colleges.		High schools for Europeans.		High schools for Indians.		Middle English schools for Europeans.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
	1	2	3	4	5	6	7	8
(1) CHRISTIAN MISSIONS.								
(a) British.								
1. The Baptist Missionary Society of London ...	...	...	...	...	...	...	...	...
2. The Church Missionary Society	...	...	...	...	1	468	...	...
3. The Dublin University Mission	1	203	...	...	1	431	...	...
4. The Irish Christian Brothers ...	...	...	1	147	...	...	...	...
5. The Salvation Army	...	...	...	...	...	...	...	...
6. The Society for the Propagation of the Gospel	...	...	1	155	1	466	...	...
7. The United Free Church of Scotland ...	...	...	...	...	...	...	...	...
8. The Wesleyan Missionary Society ...	...	...	...	...	...	...	...	...
9. The Scottish Mission—The Christian Mission of Many Lands.	...	...	...	...	...	...	...	...
(b) Non-British.								
10. The American Baptist Foreign Missionary Society.	...	...	...	...	...	...	...	...
11. The American Methodist Episcopal Church ...	...	...	...	...	...	...	...	...
12. The American United Missionary Society Memnonite Brethren in Christ.	...	...	...	...	...	...	...	...
13. The Gossner's Evangelical Lutheran Mission	...	...	...	...	1	451	...	...
14. The Hephzebah Faith Mission	...	...	...	...	...	...	...	...
15. The Roman Catholic Mission :—								
The Society of Jesus	...	...	...	...	3	869	...	...
16. The Santal Mission of the Northern Churches	...	...	...	...	...	...	...	...
17. The Seventh Day Adventist Mission ...	...	...	...	...	...	...	...	...
18. The 'Region Beyond' Missionary Union ...	...	...	...	...	...	...	...	...
(2) OTHER MISSIONS.								
19. The Brahmacharya Mission	...	...	...	...	...	...	...	...
20. The Ramkrishna Mission	...	...	...	...	...	...	...	...
21. The Seva Sangha	...	...	...	...	...	...	...	...
22. The Ayurvedic Mission	...	...	...	...	...	...	...	...
TOTALS FOR 1936-37 ...	1	203	2	302	7	2,685	...	...
TOTALS FOR 1931-32 ...	1	209	2	308	6	2,275	...	...

DIX IIIA.

institutions for males, 1936-37.

AND PUPILS.

Middle English schools for Indians.		Middle vernacular schools.		Primary schools for Europeans.		Names of Missions.
Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	
9	10	11	12	13	14	
						(1) CHRISTIAN MISSIONS.
						(*a*) British.
...	...	..	...	..	...	1. The Baptist Missionary Society of London.
3	495	...	...	...	..	2. The Church Missionary Society.
..	...	...	...	..	...	3. The Dublin University Mission.
...	...	...	...	...	...	4. The Irish Christian Brothers.
...	...	..	...	...		5. The Salvation Army.
6	1,121	1	279	...	...	6. The Society for the Propagation of the Gospel,
...	...	...	...	..	.	7. The United Free Church of Scotland.
...	..	...		...	...	8. The Weslyan Missionary Society.
...	...	.	...	...	..	9. The Scottish Mission—The Christian Mission of Many Lands.
						(*b*) Non-British.
...	...	...	...	.	..	10. The American Baptist Foreign Missionary Society.
...	...	...	...	..	...	11. The American Methodist Episcopal Church.
...	...	...	...	...	..	12. The American United Missionary Society Mennonite Brethren in Christ.
6	1,007	...	...	...	...	13. The Gossner's Evangelical Lutheran Mission.
...	...	...	..	...	...	14. The Hephzebah Faith Mission.
						15. The Roman Catholic Mission:—
14	2,150	...	...	..	...	The Society of Jesus.
1	267	...	...	...	...	16. The Santal Mission of the Northern Churches.
...	...	...	...	...	...	17. The Seventh Day Adventist Mission.
1	116	...	...	...	...	18. The 'Region Beyond' Missionary Union.
						(2) OTHER MISSIONS.
...	...	...	...	...	...	19. The Brahmacharya Mission.
...	...	...	...	...	...	20. The Ramkrishna Mission.
...	...	...	...	. .	...	21. The Seva Sangha.
...	...	...	...	...	...	22. The Ayurvedic Mission.
31	5,156	1	279	...	...	TOTALS FOR 1936-37.
29	4,974	3	639	...	...	TOTALS FOR 1931-32.

Names of Missions.	Institutions and pupils—*concld.*							
	Primary schools for Indians.		Training schools for Indians.		Other schools for Indians.		Total.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
	15	16	17	18	19	20	21	22
(1) Christian Missions.								
(*a*) British.								
1. The Baptist Missionary Society of London ...	...	...	...	...	1	20	1	20
2. The Church Missionary Society	38	1,101	...	...	...	..	42	2,064
3. The Dublin University Mission	17	590	...	...	...	...	19	1,224
4. The Irish Christian Brothers	...	...	...	...	...	...	1	147
5. The Salvation Army	1	61	...	...	...	...	1	61
6. The Society for the Propagation of the Gospel	56	2,522	1	24	1	64	67	4,631
7. The United Free Church of Scotland ...	69	1,495	...	...	...	...	69	1,495
8. The Wesleyan Missionary Society	1	124	...	...	...	...	1	124
9. The Scottish Mission—The Christian Mission of Many Lands.	4	269	...	...	...	...	4	269
(*b*) Non-British.								
10. The American Baptist Foreign Missionary Society.	4	177	...	...	...	...	4	177
11. The American Methodist Episcopal Church ...	10	309	..	...	...	...	10	309
12. The American United Missionary Society Mennonite Brethren in Christ.	3	113	...	...	1	32	4	145
13. The Gossner's Evangelical Lutheran Mission	9	802	...	...	...	...	16	2,260
14. The Hephzebah Faith Mission	1	46	...	...	...	...	1	46
15. The Roman Catholic Mission :—								
The Society of Jesus	446	15,161	1	30	4	72	468	18,282
16. The Santal Mission of the Northern Churches	24	1,016	1	13	1	49	27	1,345
17. The Seventh Day Adventist Mission ...	2	39	...	...	...	...	2	39
18. The 'Region Beyond' Missionary Union ...	...	...	...	...	...	...	1	116
(2) Other Missions.								
19. The Brahmacharya Mission	...	...	...	...	2	216	2	216
20 The Ramkrishna Mission	7	415	...	...	1	139	8	554
21. The Seva Sangha	4	127	...	...	...	...	4	127
22. The Ayurvedic Mission...	1	133	...	...	...	...	1	133
Totals for 1936-37	697	24,500	3	67	11	592	753	33,784
Totals for 1931-32	751	23,440	5	99	10	564	807	32,507

DIX IIIA.

institution for males, 1936-37—*concld.*

Expenditure.						Names of Missions.
Government Funds.	Local Funds.	Fees.	Mission Funds.	Other Sources.	Total.	
23	24	25	26	27	28	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	(1) Christian Missions.
						(*a*) British.
...	...	...	324	...	324	1. The Baptist Missionary Society of London.
5,223	9,712	27,567	4,843	3,613	50,958	2. The Church Missionary Society.
44,391	1,467	32,231	11,170	2,593	91,852	3. The Dublin University Mission.
20,496	...	26,514	2,583	6,481	56,074	4. The Irish Christian Brothers.
...	...	...	958	...	958	5. The Salvation Army.
37,972	4,942	62,590	17,357	23,542	1,46,403	6. The Society for the Propagation of the Gospel.
...	4,870	454	1,449	...	6,773	7. The United Free Church of Scotland.
...	360	..	621	...	981	8. The Weslyan Missionary Society.
...	924	192	885	...	2,001	9. The Scottish Mission—The Christian Mission of Many Lands.
						(*b*) Non-British.
...	84	...	3,486	700	4,270	10. The American Baptist Foreign Missionary Society.
...	492	107	3,153	...	3,752	11. The American Methodist Episcopal Church.
...	120	4	1,281	..	1,405	12. The American United Missionary Society Memnonite Brethren in Christ.
7,950	2,399	8,098	2,503	2,313	23,263	13. The Gossner's Evangelical Lutheran Mission
...	180	72	384	...	636	14. The Hephzebah Faith Mission.
						15. The Roman Catholic Mission :—
26,115	25,226	25,998	93,627	14,192	1,85,158	The Society of Jesus.
2,844	4,137	1,205	21,168	...	29,354	16. The Santal Mission of the Northern Churches.
...	...		216	...	216	17. The Seventh Day Adventist Mission.
...	...	1,136	870	...	2,006	18. The 'Region Beyond' Missionary Union.
						(2) Other Missions.
...	...	1,500	...	...	1,500	19. The Brahmacharya Mission.
...	110	807	15,400	1,722	18,039	20. The Ramkrishna Mission.
...	228	...	360	...	588	21. The Seva Sangha.
...	..	161	454	456	1,071	22. The Ayurvedic Mission.
1,44,991	55,251	1,88,636	1,83,092	55,612	6,27,582	Totals for 1936-37.
1,48,883	55,021	2,22,376	1,88,881	32,245	6,46,866	Totals for 1931-32.

APPENDIX

Statistics of mission institution

Name of Mission.	Institutions							
	Colleges.		High schools for Europeans.		High schools for Indians.		Middle English Schools for Europeans.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions	Pupils.
1	2	3	4	5	6	7	8	9
1. CHRISTIAN MISSION.								
(a) British.								
1. The Baptist Zenana Mission		..	...	...	...		...	...
2. The hurch Missionary Society ..	..	...	...	...	1	107	...	.
3. The Church of England Zenana Mission ..	...	...	...	...	1	253	...	...
4. The Dublin University Mission	..	...	...	...	...	...	.	.
5. The Society for the Propagation of the Gospel	...		1	199	1	509	...	..
6. The United Free Church of Scotland ..	...	...	...	...	...	...	...	...
The Wesleyan Missionary Society ...	.	..	...	..	...	.	...	...
8. he ... ian Mission of Many Lands .	..	...	...	...	...	...	..	...
9 Th Church of Christ	...	...	...	...	...	...	...	...
(b) Non-British.								
10. he A ...r.can ethodist Episcopal Church	...	...	...	...	...	...	...	...
11. The Amer.can United Missionary ociety Mem onite Brethren in Christ	...	...	...	...	...	...	...	...
12. The Gossner's Evangelical Lutheran Mission	...	...	...	...	...	...	...	...
13. The Penticost Mission	...	...	..	...	...	...	...	...
14. The Santal Missi n of Northern Churches ...	...	...	..	...	...	...	...	...
15. The Roman Catholic Mission—								
(a) The Society of Jesus	...	...	..	...	...	...	...	...
(b) Sister of the Holy Order of witzerland		...	...	...	...	...	...	...
(c) The Sister of I. B. V. M.	...	...	1	264	...	...	...	...
16. The Hephzebah Faith Mission	...	...	...	...	...	...	...	
Total for 1936-37 ...	...	...	2	463	3	869	...	...
Total for 1931-32 ...	...	...	2	428	1	472	...	...

III B.

for females, 1936-37.

AND PUPILS.

Middle English Schools for Indians.		Middle Vernacular Schools for Indians.		Primary schools for Europeans.		Name of Mission.
Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	
10	11	12	13	14	15	1
						1. CHRISTIAN MISSION
						(*a*) British.
1	98	...	...		...	1. The Baptist Zenana Mission.
...	..	1	169	...	...	2. The Church Missionary Society.
...	...	.	..	...	...	3. The Church of England Zenana Mission.
2	223	...	.	...	...	4 The Dublin University Mission
...	...	...	...	...	...	5. The Society for the Propagation of the Gospel.
...	...	1	54	...	...	6. The United Free Church of Scotland.
...	...	...	..	...	...	7. The Weslyan Missionary Society.
...	...	...	...	...	...	8. The Christian Mission of Many Lands.
...	...	1	56	...	..	9. The Church of Christ.
						(*b*) Non-British.
3	546	...	...	...	...	10. The American Methodist Episcopal Church.
...	...	...	...	...	...	11. The American United Missionary Society Mennonite Brethren in Christ.
1	467	...		...	...	12. The Gossoner's Evangelical Lutheran Mission.
1	89	...	...	...	...	13. The Penticost Mission.
...	...	1	222	...	...	14. The Santal Mission of Northern Churches.
						15. The Roman Catholic Mission.
4	1,432	...	...	...	...	(*a*) The Society of Jesus.
2	189	...	.	...	...	(*b*) Sister of the Holy Order of Switzerland.
...	...	...	...	...	...	(*c*) The Sister of I. B. V. M.
...	...	...	...	...		16. The Hephzebah Faith Mission.
14	3,044	4	501	...	...	Total for 1936-37.
12	2,229	1	58	...	...	Total for 1931-32.

APPENDIX

Statistics of Mission institutions

Name of Mission.	INSTITUTIONS AND PUPILS—*concld.*							
	Primary schools for Indians.		Training schools for Indians.		Other schools for Indians.		Total.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	15	16	17	18	19	20	21	22
1. CHRISTIAN MISSION.								
(*a*) British.								
1. The Baptist Zenana Mission	1	134	1	15	...	...	3	247
2. The Church Missionary Society	3	213	1	15	4	368	10	872
3. The Church of England Zenana Mission ...	12	753	...	...	...	...	13	1,006
4. The Dublin University Mission	8	494	...	...	1	24	11	741
5. The Society for the propagation of the Gospel	6	610	1	34	...	...	9	1,352
6. The United Free Church of Scotland ...	3	135	...	...	...	...	4	189
7. The Wesleyan Missionary Society	1	34	...	...	...	...	1	34
8. The Christian Mission of Many Lands ...	1	56	...	...	..	...	1	56
9. The Church of Christ	...	...	.	..	...	..	1	56
(*b*) Non-British.								
10. The American Methodist Episcopal Church ..	2	72	...	...	...	...	5	618
11. The American United Missionary Society Memnonite Brethren in Christ.	1	58	...	...	...	...	1	58
12. The Gossoner's Evangelical Luthern Mission...	7	417	...	..	...	...	8	884
13. The Penticost Mission	...	...	..	..	..	...	1	89
14. The Santal Mission of Northern Churches ...	1	73	1	16	...	...	3	311
15. The Roman Catholic Mission—								
(*a*) The Society of Jesus	16	1,087	1	27	4	165	25	2,711
(*b*) Sister of the Holy Order of Switzerland	2	160	1	10	1	45	6	404
(*c*) The Sister of I. B. V. M.	...	...	...	...	...	...	1	264
16. The Hephzebah Faith Mission	1	24	...	...	...	...	1	24
Total for 1936-37 ...	65	4,329	6	117	10	602	104	9,916
Total for 1931-32 ...	66	4,018	4	84	7	280	93	7,514

III-B.

for females, 1936-37—concld.

Expenditure.						Name of Mission.
Government funds.	Local funds.	Fees.	Mission funds.	Other sources.	Total.	
23	24	25	26	27	28	1
						1. Christian Mission.
						(*a*) British.
4,143	336	1,535	5,342	...	11,356	1. The Baptist Zenana Mission.
13,799	1,166	2,831	12,891	...	30,687	2. The Church Missionary Society.
3,735	1,449	5,450	7,704	3,720	22,058	3. The Church of England Zenana Mission.
1,089	890	2,190	6,827	...	10,996	4. The Dublin University Mission.
28,997	2,201	44,233	16,384	650	92,465	5. The Society for the propagation of the Gospel.
720	756	...	1,885	...	3,361	6. The United Free Church of Scotland.
...	180	...	76	...	256	7. The Weslyan Missionary Society.
...	276	...	300	...	576	8. The Christian Mission of Many Lands.
...	...	...	1,659	...	1,659	9. The Church of Christ.
						(*b*) Non-British.
6,446	516	2,898	13,266	2,246	25,372	10. The American Methodist Episcopal Church.
...	240	...	512	...	752	11. The American United Missionary Society Mennonite Brethren in Christ.
4,500	2,140	1,524	3,931	25	12,120	12. The Goessner's Evangelical Lutheran Mission.
...	...	...	5,292	...	5,292	13. The Penticost Mission.
5,184	441	600	7,159	...	13,384	14. The Santal Mission of Northern Churches.
						15. The Roman Catholic Mission—
8,261	2,947	350	33,248	...	44,806	(*a*) The Society of Jesus.
5,004	156	5,795	17,233	960	29,148	(*b*) Sister of the Holy Order of Switzerland.
21,978	...	20,974	4,448	10,146	57,541	(*c*) The Sister of I. B. V. M.
...	120	...	468	...	588	16. The Hephzebah Faith Mission.
103,856	13,814	88,380	138,620	17,747	362,417	Total for 1936-37.
76,340	12,131	62,564	124,368	20,669	296,072	Total for 1931-32.

APPEN

Statement showing under different heads the Expenditure on Buildings,

	Colleges.	High schools.	Middle English schools.	Middle vernacular schools.	Primary schools
	1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33.					
Government Fund	31,200	36,411	4,819	...	1,286
Local Funds	...	...	64,309	22,341	1,37,188
Municipal Funds	...	...	3,258	163	39,069
Other sources	8,190	1,32,939	67,709	2,244	65,035
TOTALS ...	39,390	1,69,350	1,42,095	31,748	2,42,578
1933-34.					
Government Funds	33,056	61,456	9,102	...	1,397
Local Funds	...	..	59,052	17,239	89,598
Municipal Fund...	..	...	8,980	60	27,532
Other sources	8,666	1,06,801	72,206	2,163	74,375
TOTALS ...	41,722	1,68,257	1,49,340	19,462	1,93,902
1934-35.					
Government Funds	76,084	1,84,304	29,102	12	1,184
Local Funds	...	..	93,896	27,524	1,44,583
Municipal Funds	...	...	2,666	174	37,079
Other sources	12,381	1,18,845	1,18,353	3,277	74,227
TOTALS	88,465	3,03,149	2,44,017	30,987	2,57,073
1935-36.					
Government Funds	1,55,426	3,82,349	34,709	3,208	3,480
Local Funds	...	..	99,211	30,297	1,34,951
Municipal Funds ...	...	...	9,547	140	77,192
Other sources	1,342	1,30,983	83,600	3,416	1,19,529
TOTALS ...	1,56768	5,13,332	2,27,067	37,061	3,35,152
1936-37.					
Government Funds	1,18,018	6,83,405	22,321	6,205	14,630
Local Funds	..	...	2,13,359	44,426	1,95,510
Municipal Funds	...	...	2,325	989	59,600
Other sources	19,955	1,82,293	61,029	3,041	1,15,718
TOTALS ...	1,37,973	8,65,698	2,99,234	54,661	3,85,458

DIX IV.

Furniture and Apparatus during the five years 1932-33 to 1936-37.

Special schools.	Inspection.	Patna University.	Total amount expended (as given in columns 22—27 of General Tables III-A. and III-B).	
6	7	8	9	
Rs	Rs.	Rs.	Rs.	1932-33.
19,467	6,026	50	99,259	Government Funds.
..	213	...	2,34,051	Local Funds.
..	...	..	44,490	Municipal Funds.
8,770	..	.	2,84,887	Other sources.
28,237	6,239	50	6,62,687	TOTALS.
				1933-34.
23,675	2,254	20	1,30,960	Government Funds.
...	210	..	1,66,099	Local Funds.
...	...	...	36,572	Municipal Funds.
28,243	...	..	2,92,454	Other sources.
51,918	2,464	20	6,26,085	TOTALS.
				1934-35.
83,912	4,165	...	3,78,763	Government Funds.
...	728	...	2,66,731	Local Funds.
...	...	.	39,919	Municipal Funds.
12,921	...	...	3,40,004	Other sources.
96,833	4,893	...	10,25,417	TOTALS.
				1935-36.
1,33,361	5,643	6	7,18,182	Government Funds.
...	267	...	2,64,726	Local Funds.
...	...	...	86,879	Municipal Funds.
24,182	...	..	3,63,052	Other sources.
1,57,543	5,910	6	14,32,839	TOTALS.
				1936-37.
4,59,229	27,478	20,802	13,52,088	Government Funds.
...	7,292	...	4,60,787	Local Funds.
...	...	...	62,914	Municipal Funds.
10,172	...	...	3,92,208	Other sources.
4,69,401	34,770	20,802	22,67,997	TOTALS.

No. 1597-E.

GOVERNMENT OF BIHAR.

EDUCATION DEPARTMENT.

RESOLUTION

Patna, the 9th June 1939.

READ—

The quinquennial review on the progress of education in Bihar dealing with the period from the 1st April 1932 to the 31st March 1937.

The post of Director of Public Instruction was held substantively by Mr. G. E. Fawcus, C.I.E., O.B.E., throughout the quinquennium except for three spells of absence on leave out of India. Mr. Fawcus was on leave for 8 months from the end of February 1932, again from 20th April 1934 to the 29th October 1934 and then from the middle of July 1936; on two occasions Mr. H. Lambert officiated as Director and on the last occasion Mr. F. R. Blair was appointed to act as Director of Public Instruction from the 20th July 1936 and was confirmed in the post from the 22nd April 1937 from which date Mr. Fawcus retired from the Indian Educational Service on his appointment as Chairman of the Joint Public Service Commission for Bihar, Orissa and the Central Provinces. Mr. Fawcus rendered very valuable services to the province during his tenure of office as Director of Public Instruction which he held for over 18 years. The post of Deputy Director was held by Mr. S. C. Tripathi until the 14th March 1936, when he was transferred to Orissa. Mr. H. R. Batheja held this post up to 31st March 1937 when Mr. A. S. Khan was appointed as Deputy Director. The post of the Inspectress of schools was held by Miss P. D'Abreu until the 12th January 1935 when she retired and was succeeded by Miss N. B. Naik. The latter continued as Inspectress of schools until the 28th March 1936 when she was succeeded by Miss Nishibala Naik as Inspectress of schools.

The post of the Special Officer for primary and girls' education, which had been kept in abeyance as a measure of economy was revived and Mr. H. Dippie was appointed to it on the 24th October 1935. The post again remained in abeyance when Mr. H. Dippie was transferred to Orissa in March 1936. Mr. B. N. Mukharji was appointed to this post in October 1936. During this period many eminent officers (viz., Mr. H. Lambert, Mr. Fawcus, Mr. Dippie, etc.) either retired from service or were transferred to Orissa.

2. *Educational and inspecting staff.*—Notwithstanding the formation of the new province of Orissa on the 1st April 1936 the cadre of the Indian Educational Service remained joint for Bihar as well as Orissa as in the cases of other All-India Services. The number of posts was 24 including the post of Director of Public Instruction on the 1st April 1932, out of which 9 posts had been replaced by post in class I of the Bihar and Orissa Educational Service and one post was abolished altogether from August 1936. A new post was created for the appointment of Director of Public Instruction for Orissa in April 1936. Thus the total number of posts in the Indian Educational Service in Bihar and Orissa on the 31st March 1937 was 15 including the post of Director in each province. The number of officers serving in Bihar alone is now 11. The number of posts in class I of the Bihar and Orissa Educational Service was 42 for men and 4 for women on the 1st April 1932. The number was reduced to 45 in 1932-33. The total number of posts in class I of the Bihar Educational Service was 35 on the 31st March 1937 (including three posts for women) of which 17 including 2 posts for women have been actually filled. The others were either kept in abeyance against officers in the Indian Educational Service or are being held temporarily by officers in class II or by officers specially recruited on contract.

In 1934-35 class II of the Bihar and Orissa Educational Service was renamed class II (Senior branch) and class III of the same service was renamed class II (Junior branch). The number of post in the Men's Branch was 133 and in the Women's Branch 7 on the 31st March 1937 against 168 and 10 respectively for Bihar and Orissa on the 31st March 1932. The reduction in the number of posts was due to 38 posts for men and 3 posts for women being transferred to Orissa. The number of posts in the Subordinate Educational Service in Bihar was 549 on 31st March 1937 as against 549 five years ago and in the Vernacular Teachers Service was 222 against 269

(excluding 91 posts for Orissa) on the 31st March 1932—the reason of the reduction was the abolition of several elementary training schools.

The figures quoted by the Director of Public Instruction shows a fall of about Rs. 13 in the average monthly pay of teachers in privately managed colleges, the decrease being due to the introduction of a revised lower scale of salaries and to the general cut in the pay owing to the financial stringency. The figures for secondary schools show an increase of Rs. 3 in the average monthly pay of teachers of non-Government secondary schools the increase was due to the introduction of incremental scales of pay and of the regularity in payment of salaries in the case of teachers in aided high schools and of the promptness in the payment of teachers' salaries in middle schools by local bodies. In the last quinquennial report the figures for primary schools showed a distinct drop of about 7 per cent in the already low average of about Rs. 10 per mensem but Government are pleased to note that during this period there had been rise in the monthly pay of these teachers. Although the rise (less than Re. 1) is small, it is a sign that local bodies no longer desire to balance their budgets by simply reducing the pay of their teachers and they have realised that progress depends not so much on the number of schools but on the better paid teachers.

The strength of the inspecting staff, rose during the period from 290 to 292 for Bihar and the cost on 'inspection' rose from Rs. 6,95,324 in 1931-32 to Rs. 7,19,613 in 1935-36 and to Rs. 7,51,159 in 1936-37. The proportion of expenditure on direction and inspection together from public funds to the total expenditure on education from the same source was 8·18 per cent in 1936-37 against 9·2 per cent in 1931-32. The work of the Inspectors of schools continues to be heavy specially due to the increase in the number of high schools in the province. It has become difficult for some of the inspectors to carry out a thorough inspection of each school every year and it has been decided to allow the inspectors to make a biennial instead of an annual inspection of the really good schools. The quality of inspection has improved due to the opening of special class for the training of prospective sub-inspectors at the Patna Training College. There has been demand for the increase in the number of inspecting officers from all quarters but the financial stringency stands in the way. The appointment of special officers for girls and primary education has also helped the works of inspection to a great extent.

3. *Patna University.*—The Patna University Act of 1917 as amended by Act I of 1932 was further amended by Act IX of 1934 with a view to allow temporary vacancies on the Syndicate to be filled up by co-option and to prevent a teacher from standing as a candidate for election to the Senate from the constituency of registered graduates. On the separation of Orissa from Bihar it was decided that this University would continue to exercise its functions over the colleges in Orissa already affiliated to it until the new province was in a position to establish a separate University. On the introduction of the Government of India Act, 1935 it was held that the Patna University should be considered as a federal subject inasmuch as its functions extended over two provinces. The consequential changes have been made in the Patna University Act by an 'Order in Council' and the Central Government have delegated all their powers to the Provincial Government under sub-section (1) of section 124 of the Government of India Act, 1935. The important changes made in the Patna University Act by the 'Order in Council' are as follows :—

(1) The Governor-General will nominate any person as Chancellor. Hitherto the Governor was ex-officio Chancellor of the University.

(2) The Minister of the Orissa Government in charge of Education, Director of Public Instruction and Director of Industries of Orissa will be ex-officio Members of the Senate.

(3) The Orissa Assembly will nominate two members as members of the Senate of the Patna University.

The Patna University Regulation was thoroughly revised during this period.

The facilities for instruction have been considerably extended by the admission of colleges in new subjects. Patna College has been admitted to the B. A. pass standard in Geography and M. A. standard in principal Hindi and Urdu ; the Greer Bhumihar Brahman College, Muzaffarpur, to the B. A. Honours standard in English and B. A. pass standard in principal Hindi and to the I. A. standard in principal Urdu ; the Revenshaw College to the I. A. standard in principal Oriya ; the Bihar National College to the B. A. pass standard in Economics and to the I. A. standard in principal Hindi ; the Patna Training College to the M. Ed. standard ; the Ranchi Zila school to the I. A. standard in Geography. The degree of

M. B., B. S. of the Patna University has been recognised by the General Medical Council of Great Britain. The curriculum in the Matriculation Examination has been extended by the inclusion of Manual Training and Drawing in the list of additional subjects. Government have approved the recommendation of the Matriculation Committee that Hindustani should be the medium of instruction in all subjects except English up to the Matriculation standard.

The financial position of the University continued to be satisfactory and a number of public benefactions were received, the most important of which were (1) Doctor Sir Ganesh Datta Singh has created a trust fund of two lakhs of rupees to be called "The Sir Ganesh Datta Singh Trust Fund" for giving loans to students to pursue in India and abroad Scientific, Medical, Engineering and legal studies and also studies leading to develop industry and agriculture in the province; (2) the late Rai Bahadur Bindeshvari Prashad Singh of Darbhanga has made provision in his will for the payment of Rs. 2,500 per annum for the purpose of establishing a chair in Hindi which has been established in the Patna College.

The number of students in colleges which was 4,612 in the beginning of the quinquennium rose to 5,267 at the end of the period, the number in the intervening period being 42,764,341 and 4,726. There was a steady increase in the number of successful candidates at various examinations during quinquennium.

The University recognised the unique services rendered to the cause of education by their Fellows by conferring the degree of Doctor of Law *honoris causa* upon Sir Ganesh Datta Singh and the degree of Doctor of Philosophy on Mr. Henry Lambert and the late Mr. Kashi Prashad Jayaswal.

4. *College education.*—The number of colleges teaching up to the degree standard in Arts and Science remained stationary at seven including one at Cuttack. Besides these there is one training college in Bihar teaching up to the M. Ed. standard. There is one Medical College and Engineering College as before. There are two intermediate colleges excluding the Ranchi Zila school to which intermediate classes are attached.

The number of students on roll increased in almost all the colleges except the St. Columbas college at Hazaribagh with a slight fall during the intervening periods in some of the colleges

The total number of students of colleges of Bihar rose from 3,074 on the 31st March 1932 to 3,134 on 31st March 1936 and to 3,620 at the end of the quinquennium. One of the most important features of the period under review has been the steady extension of co-education. The number of lady students reading in colleges for men increased from 4 in 1931-32 to 20 in 1935-36 and to 30 at the end of the quinquennium. If public opinion supports co-education at the higher stages of education the necessity of a separate college for women may promptly be avoided.

The system of medical inspection, which was introduced in colleges in the last quinquennium, is reported to be working satisfactorily. The interest taken by the students in the University Training Corps is reported to be poor. The principals of the colleges should encourage the students to join the Corps.

There was an increase in the direct expenditure on the colleges by Rs. 1,10,827 which is less than half of the increase recorded in the last quinquennial review, out of which Rs. 87,000 was met from the Government fund and Rs. 30,000 from fees. The cost per student has decreased from Rs. 306 roughly to 290 per annum. This is due to the increase in the income from fees consequent upon the still more marked increase in the number of students. There has been persistent demand that expenditure on higher education should be curtailed and some of the unemployment committees have recommended that in order to lessen the volume of unemployment higher education should not be encouraged. There are other educationists (e.g., our present Vice-Chancellor) who do not think that higher education should be discouraged. There is, however, unanimity that the existing system of education should be overhauled. It was stated in the resolution in the report for 1935-36 that the matter of educational reconstruction was being considered by Government in consultation with the Patna University. Government have appointed a committee with Professor K. T. Shah as the Chairman to consider the question of educational reorganisation. The report of this committee is eagerly awaited by the Government as well as by the public.

5. *Secondary education.*—The number of high schools increased from 147 (excluding the figures for Orissa) in 1931-32 to 196 in 1936-37 while the number of middle English schools increased from 497 in 1931-32 to 637 in 1936-37. New high schools continue to come into being at the rate of 10 a year and new middle English schools at the rate of 28 a year. There was,

however, a decline in the number of middle vernacular schools which was 119 in 1931-32 and 103 in 1936-37 but the number of pupils in these schools remained constant. The reason for the decline in the number of middle vernacular schools is that most of them are converted into middle English schools which are popular because of their English teaching and are cheaper to finance on account of the higher fees charged. With the increase in the number of schools there has been increase also in the roll number.

The increased direct expenditure on secondary education during the quinquennium of Rs. 9 lakhs has been mostly met by fee receipts ; the fee receipts represented about 51 per cent of the total expenditure in 1931-32 and 55 per cent in 1936-37.

The earthquake of 1934 destroyed the buildings of several high schools and now buildings had to be constructed in their places, the details of which have been given in paragraph 212 of the report.

The Board of secondary education gave aid to 103 high schools in 1936-37 as against 93 in 1931-32. There was a rise in the average pay of teachers in privately managed secondary schools. The minimum grant-in-aid to be given to a high school has been reduced from Rs. 75 to Rs. 50. Government have accepted the recommendation of the Matriculation Committee that Hindustani should be the medium of instruction up to the Matriculation standard and a committee with Dr. Rajendra Prashad has been appointed to consider the question of preparing text-books and a dictionary in Hindustani. A common standard of examination for pupils who pass the middle school certificate examination and those who pass the annual examination of class VII in high schools has been introduced.

The increase in the number of schools for literary education only has set people thinking that this is one of the causes of unemployment among the educated middle classes. The necessity of diverting the money spent on increasing the number of schools towards establishing vocational or technical schools has been acknowledged by all and the question will be considered by Government on receipt of the report of the Educational Reorganisation Committee referred to above but they would prefer local bodies and the general public to focus their attention on this matter without awaiting the said report.

6. *Primary education.*—In the last quniquennium a set back in the progress of primary education was discernible and

there was a fall both in the number of schools and their pupils. During the present quinquennium although the number of primary schools of all classes fell from 21,832 to 20,790 the number of pupils rose from 706,782 to 758,231. The number of schools for Indian boys fell from 19,754 to 18,759 but the number of pupil rose from 654,747 to 701,090. The decline in the number of primary schools may be due to the weeding out inefficient and superfluous schools and to the financial difficulties of several local bodies who went on increasing the number of schools without any consideration of their incomes. It is however gratifying to note that the number of upper primary schools has been steadily increasing—the number rose from 2,404 in 1931-32 to 2,936 in 1936-37. The increase in the total number of schools under public management is satisfactory as these schools like upper primary schools generally tend to ensure permanent literacy.

The question of "wastage" in mass education was brought to the notice of Government by the Auxiliary Committee of the Indian Statutory Commission. The late Government of Bihar and Orissa appointed a committee to consider the ways and means of checking both wastage and stagnation. The report of the Committee was published in the year 1933 and Government came to a decision on it in 1934. Several measures were adopted during the quinquennium to effect improvement in primary education such as the introduction of a new syllabus suited to the needs of the rural areas, fixation of dates for admission of students, introduction of new rules for the recognition of primary schools with a view to weed out the weak and inefficient ones. Mr. Dippie, who was the Special Officer for primary and girls education up to March 1935 issued several circulars to local bodies drawing their attention to the needs of making an improvement in the direction of primary education. In spite of these attempts, there has not been any substantial improvement in the spread of literacy. Out of a total number of 35,314 boys admitted in class I in 1932, 5,589 passed out of class V in 1936 or out of 100 boys admitted in class I only 16 could pass out of class V. The percentage of success at the lower primary stage is 17·81 and that at the upper primary stage 15·82. The Director of Public Instruction says that the rather low percentage of the literary figures is due to a certain extent to the weak, inefficient and unattractive one-teacher schools, which fail to retain pupils sufficiently long to produce any lasting effect of their schooling. This is however a serious matter which deserves consideration. There are as many as 14,052 one-teacher schools in the province and it would cost much to convert

them into a two-teacher schools. Government will consider these questions on receipt of the report of the Education Reorganisation Committee.

Government were forced to impose a cut of 10 per cent in the grants to local bodies as a measure of economy in the year 1932-33. The cut was reduced to the extent of 5·78 per cent in the year 1933-34 and 1934-35 and was abolished in full in the year 1935-36. The local bodies were told to pay the teachers at the rates prescribed by Government but still Government are receiving complaints that teachers are not paid at the rates prescribed.

Although the relations between the local bodies and the departmental inspecting staff were but rarely strained to such an extent as to call for notice, cases of irregular action by local and union boards were frequent in almost every year of the quinquennium. In the resolution on the last year's report reference was made to the irregularity committed by the Madhubani local board and it was further stated that Government had called for an explanation from the Gopalganj local board in the Saran district for the unauthorised realisation of subscriptions from school teachers. Their explanations have been received and the case is still under the consideration of Government. The members of the local bodies are soon going to be re-elected and Government hope that the new boards on this regard will acquit themselves in a manner which will not impose upon Government the painful necessity of interference.

Free and compulsory primary education for boys was in force in the Ranchi municipality and in the unions of Gopalganj and Maharajganj in the district of Saran and Jamhore in the district of Gaya before this quinquennium. The experiments at Gopalganj and Maharajganj ended as failures and were abandoned. The experiment is still continuing at Ranchi and in the Jamhore union. The present Government is considering the question of extending the provisions of the Primary Education Act in a large area and the matter is awaiting the report of the Education Reorganisation Committee. Free education apart from compulsion is not reported to be a success. Overcrowding, bad housing conditions and single teachers with large number of pupils in their charge continue to be the chief defects of the system.

7. *Oriental studies.*—The number of recognised tols rose from 223 in 1931-32 to 281 in 1935-36 and to 292 in 1936-37 while the number of pupils increased from 7,848 in 1931-32 to

9,459 in 1935-36 and to 10,341 in 1936-37. The number of recognised Sanskrit primary schools in Bihar rose from 681 with 18,267 pupils in 1931-32 to 744 with 20,965 pupils in 1935-36. In 1936-37 their number slightly fell from 744 to 734 but their pupils increased from 20,965 to 21,360. The number of pupils in the Dharma Samaj Sanskrit College rose from 268 in 1931-32 to 384 in 1935-36 and to 504 in 1936-37. The total expenditure from public funds on Sanskrit education other than that given in arts colleges and secondary schools increased during the quinquennium from Tbs. 1,79 to 1,90.

The increase in the number of Sanskrit tols and of their pupils is not due to larger Government grants, as they were curtailed during the quinquennium, but is probably due to the growing popularity of Sanskrit education. Whatever be the true reason underlying the steady growth in the number of tols and of their pupils during the last two quinquennia the difficulty which the ex-students of tols experience in obtaining emloyment still continues. The only avocation open to such students is the teaching profession. The Sanskrit Council and Convocation would be well advised to consider whether some hours should not be set apart for vocational education. As the problem of unemployment is the same for students of *madrasas* as well as of tols the *madrasa* authorities might likewise address themselves to the question.

The University of Patna instituted two new degrees of Bachalor of Oriental Learning and Master of Oriental Learning for the benefit of students who wish to specialise in a classical language but have a knowledge of English up to the standard required for the degree of Bachelor of Arts.

The number of recognised *madrasas* fell from 43 to 39 but that of their pupils rose from 3,008 to 3,151 during the five years. In 1935-36 the number of pupils rose to 3,230. The number of unrecognised *madrasas* rose from 42 with 2,397 pupils in 1931-32 to 59 with 2,993 pupils in 1936-37. The roll in the Madrasa Islamia Shamsul Huda at Patna rose from 278 in 1931-32 to 327 in 1936-37. The total expenditure on the *madrasas* at the beginning and at the end of the quinquennium was Rs. 29,468 and Rs. 29,748 respectively, of which the Government grant was in the neighbourhood of Rs. 25,000. The syllabus of the *madrasa* has been revised, which includes English as compulsory subject and also such additional subjects as Urdu and Elements of Physics for the *Alim* examination.

8. *The education of girls.*—Although there was a slight fall in the number of schools for Indian girls from 2,289 in 1931-32 to 2,271 in 1936-37 the number of pupils in those schools rose from 61,143 in 1931-32 to 70,421 in 1935-36 and to 69,989 in 1936-37. The total number of Indian girls under instruction in all classes of institutions in Bihar rose from 93,966 in 1931-32 to 118,159 in 1935-36 and to 118,515 in 1936-37. The number of girl students reading in the boys' institutions rose from 33,304 in 1931-32 to 50,857 in 1936-37, i. e., by over 50 per cent. It is gratifying to note that people have now fully realised the importance of co-education.

Though there was a slight fall in the number of primary schools, the number of middle vernacular schools, middle English schools and high English schools rose from 4 in 1931-32 to 9 in 1936-37, from 21 in 1931-32 to 27 in 1936-37, and from 4 in 1931-32 to 8 in 1936-37, respectively. The separation of Orissa has deprived the province of the only intermediate college for girls which is at Cuttack. The girls of the province who wish to have an University education after passing the Matriculation examination have now either to join the Men's College within the province or to go outside the province. It is a matter of satisfaction that the girl students have begun to join the Men's colleges. The number of those attending Men's colleges in 1936-37 was : 2 as against 1 in 1931-32. There has been a persistent demand for the establishment of a college for women in the province but the financial difficulties stand in the way.

Government have been giving their attention to the cause of female education. In the resolution on the report of the Primary Education Committee of 1933, Government defined their position with regard to the primary education of girls. A policy of co-education was re-affirmed as the best solution of the question of the early education of girls. The local bodies were asked to grant capitation allowances, as far as their funds permitted, to the teachers of boys' schools for teaching girls in classes above infant class. The special grant of Rs. 12,000 given to the municipalities for girls education was reduced to 10,500 on the separation of Orissa but last year the amount was raised by 50 per cent. The number of stipends given to the lady teachers at the training classes at Muzaffarpur and Gaya was raised from 20 to 40 as there is an increasing demand for trained women teachers from every quarter. The general public have now realised the importance of female education and have begun to give donations. Government are pleased to

note that a donation of Rs. 7,000 by Rai Bahadur H. B. Banarji was made for the buildings of the Hiranpur girls' middle English school in the Dhanbad subdivision and a donation of Rs. 10,000 was given by Kumar Ramanand Singh for the Bhatta girls' middle English school at Purnea. Kumar Ramanand Singh, one of the proprietors of the Banaili Raj estate, made a donation of Rs. 10,000 also for the construction of a hostel for the Mokshada girls' school at Bhagalpur. The building of the Bankipur girls' high school was destroyed by the earthquake and a new building has been constructed for it.

9. *The education of Europeans.*—The number of schools for Anglo-Indians and Europeans was 21 on 31st March 1932 in Bihar and Orissa but was reduced to 20 in 1933-34. The separation of Orissa from Bihar brought down the number to 17. The number of pupils in Bihar rose from 1,286 on 31st March 1932 to 1,316 on 31st March 1936 but came down to 1,291 on 31st March 1937. The total expenditure fell from Rs. 3,30,476 in 1931-32 to Rs. 3,24,747 in 1936-37. The increase in the number of Indian pupils in schools for Anglo-Indians and Europeans rose from 122 in 1931-32 (for Bihar alone) to 183. The question whether a change is desirable for the Cambridge local examination to the Matriculation and Intermediate in Arts examination of Indian Universities is still undecided. A provincial board for European and Anglo-Indian education was constituted in 1936.

10. *The education of Muhammadans.*—The number of Muhammadan scholars rose from 139,248 in 1931-32 and 148,818 in 1935-36 to 150,417 in 1936-37. The percentage of Muhammadan scholars to total number of scholars was 15·0 as against 15·6 in 1931-32 (for Bihar), the percentage at the College stage and high school stage fell down from 15·6 in 1931-32 to 12·2 in 1936-37 and 14·2 in 1931-32 to 13·7 in 1936-37, respectively, against the percentage for the population of 12·79. There was however improvement in the middle stage (it was 10·0 in 1931-32 and 10·9 in 1936-37). The figures are rather disappointing. The number of middle and upper primary schools providing Urdu teaching however rose from 266 in 1931-32 to 349 in 1936-37 and from 323 in 1931-32 to 478 in 1936-37, respectively. The number of recognised primary Urdu schools (maktabs) fell from 3,123 to 2,874 in conformity with the general fall in the number of primary schools but there was a rise in the number of pupils from 80,984 to 82,940. The direct expenditure on them fell from Rs. 5,06,475 to Rs. 4,91,156 of which Rs. 3,55,538 and Rs. 3,76,348, respectively, were met from public funds.

11. *The education of special classes.*—The number of Christian aborigines at schools and colleges increased from 31,639 in 1931-32 to 36,560 in 1936-37 while the number of non-Christian aborigines rose from 43,740 in 1931-32 to 46,173 in 1936-37. Aboriginal girl scholars both Christians and non-Christians increased from 10,691 and 1,483 to 12,581 and 1,983, respectively. This indicates the popularity of female education amongst the aboriginal tribes.

Government has been showing special consideration for the education of the aboriginals. Two senior and seven junior scholarships are reserved for the aboriginal students. In 1936-37 an annual grant of Rs. 5,000 was placed at the disposal of the Commissioner of the Bhagalpur Division for the improvement of Santal education in the districts of Bhagalpur, Monghyr and Purnea.

The total number of pupils of the untouchables and depressed classes rose from 28,237 in 1932-33 to 44,638 in 1935-36 and to 43,583 in 1936-37. It may be noted that number of castes included in the category of untouchables were increased in 1932-33 and consequently their population was 5,064,567 as against 287,723 before 1931-32. In 1936-37 the proportion of boys of the depressed classes at school to their total male population was 1·7 per cent and that of girls of those classes to their total female population was ·08 per cent. The number of pupils in the middle and high stages of institution has arisen and there were 10 pupils of the depressed classes in the college stage in 1936-37 against 1 in 1932-33. The special concessions shown to the pupils of the depressed classes have been enumerated in paragraphs 409-410 of the quinquennial review.

12. *The Hazaribagh Reformatory School.*—The number of boys has fallen from 228 in the school and 15 on license to 225 and 1, respectively. The reason for the fall in number of boys on license (which means the employment of any juvenile offender of the school by some respectable person with the permission of the Superintendent for a definite period) is reported to be the employer's disinclination to pay the boys on license his legitimate wages, which is insisted upon by the Superintendent. The workshop has been improved by adding (*i*) a silver-plating vat in the electro-plating shops, (*ii*) an electrically driven flour mill which provides all the flour consumed by the inmates, (*iii*) a shaping machine in the fitting and turning shop and (*iv*) a new well-furnished office for the workshop supervisor.

13. The Students' Residence Committee at Patna continues to do useful work as it has nine hostels under its direct

management. No new hostel buildings were constructed in Patna during the quinquennium. It is reported that the residential conditions of most of the students living outside hostels, especially of those living with their relatives or recognized guardians are highly unsatisfactory. Government hope that the guardians of the students will see that their wards live under proper housing conditions.

14. The system of medical inspection of high schools remained the same as in the preceding quinquennium, there being a school medical officer and an assistant school medical officer for all the high schools of each division. Four temporary assistant surgeons were placed in charge of the hostels at Patna instead of one permanent surgeon in 1933-34. In 1934-35 a whole-time doctor was appointed for the Greer Bhumihar Brahman College.

15. The four physical training instructors one attached to each of the four secondary training schools in the province, continued to do good work throughout the quinquennium. All the Zila schools have qualified drill masters, but the work in private schools is reported to be poor. Government hope that the school authorities will give more attention to the physical education of the pupils than to the literary education. A system of compulsory games for every pupil at least thrice a week has recently been introduced in the Ranchi Zila school and is reported to have resulted in definite improvement of the pupils' health. The other schools should also follow this example.

16. The boy scout and the girl guide movements are spreading and good work is done by them. The representation of Bihar at the first All-India Jamboree of boy scouts, held at Delhi in February 1937 was about 5 per cent of the total number of scouts in the province, and was probably the highest in India.

17. Amongst the interesting events which occurred during the quinquennium may be mentioned the holding of the annual sessions of the Indian Science Congress at Patna in 1933, holding of Provincial exhibition in February 1936 at Patna, publication of the reports of the Primary Education Committee in 1933 and of the Matriculation Committee in 1935. The Central Advisory Board of Education have been forwarding their views on several topics of educational matters to the Provincial Governments, which have been very much helpful. Some most interesting publication which may be mentioned are the revised edition of Dr. Campbell's Santali-English and English-Santali dictionary, a novel of Santal village by the late Mr. Carstairs, I.C.S., and the fourth and fifth volume of the Oriya lexicon by R. B. G. C.

Praharaj of Cuttack. The Text-Book Committee did useful works during the quinquennium.

18. The number of literary societies submitting returns during the quinquennium rose from 119 in 1931-32 to 152 in 1936-37. The number of circulating libraries in the Chota Nagpur Division declined from 20 to 13. The Bihar and Orissa Research Society has been also doing useful work in the matter of research and exploration. An event of outstanding importance has been the discovery in Tibet in 1935 by the Rev. Rahul Sankrityayana of nearly 200 Sanskrit texts.

19. Government fully endorse the remarks made by the Director in the concluding paragraphs of his review. All section of the people are dissatisfied with the existing system of education which has not been able to provide employment to a larger number of the products of the university. This dissatisfaction resulted in the appointment of unemployment committee whose report was published in the year 1936. The recommendations of the committee are being given effect to as far as practicable. The present Government have also appointed a committee for the reorganisation of the present educational system and it is hoped that a better system of education will be evolved in the near future. Recently a compaign against mass illiteracy has been launched with the help of student volunteers and its result is awaited. Government hope that the public will lay greater store by industrial and agricultural education than a purely literary one. This can be achieved if instead of incurring expenditure on opening middle and high schools they utilize the same on starting vocational and technical schools.

20. Government take this opportunity of expressing their thanks to the three Vice-Chancellors of the Patna University viz., Mr. Justice Macpherson, Mr. Justice Khwaja Muhammad Noor and Mr. Sachchidanand Sinha, Bar.-at-Law, who have been very helpful in shaping the educational policy during the quinquennium. Particular thanks is due to Mr. Fawcus who held the office of Director of Public Instruction for a continued period of over 18 years. He was responsible for the numerous schemes of expansion and improvement in every branch of education, which he, as the Head of the Department, had to execute. They are also thankful to Mr. F. R. Blair and Mr. S. L. Das Varma, who prepared the draft of the review.

By order of the Governor of Bihar,

S. M. DHAR,

Secretary to Government.