

THE THIRD QUINQUENNIAL REVIEW

OF THE

PROGRESS OF EDUCATION

IN

BIHAR AND ORISSA.

*(Dealing with the period from April 1st, 1922,
to March 31st, 1927.)*



PATNA:

UPERINTENDENT, GOVERNMENT PRINTING, BIHAR AND ORISSA

1927

[Price—Rs. 2-12-0.]

CORRIGEN A
TO THE
THIRD QUINQUENNIAL REVIEW OF THE PRC
EDUCATION IN BIHAR AND ORISSA.

Page.	Paragraph.	Line.	Table.	Head or side-head.	Column.	Read.
1	2	3	4	5	6	7
4-5			II.—General Summary.	Miscellaneous...	4	Rs. 44,91,882
					5	23,10,448
					6	12,17,067
					7	62.32
					8	21.41
					9	4.37
					10	11.90
				Total (under miscellaneous.)	4	56,43,393
					5	23,17,959
					6	12,66,965
					7	66.52
					8	17.11
					9	6.90
					10	9.47
				Grand Total ...	4	1,77,42,059
					5	62,25,712
					6	23,60,244
					7	40.75
					8	27.92
					9	18.40
					10	12.93
					11	Rs. 6, 12 a., 7 p.
					15	Rs. 16, 13 a., 5 p.

Correct readings for the printing errors and illegible impressions in the
Third Quinquennial Review of the progress of education in Bihar and Orissa.

Page.	Paragraph.	Line.	Table.	Head or side-head.	Column.	Rs.
1	2	3	4	5	6	7
23	...	...	Average pay of teachers.	Privately managed Colleges and schools.	17	Rs. 89 6
116	.	...	Factory Schools	Against (e)	12	84
125	275	18	.....	.. ..	..	11 to 17
133	.	.	Appendix I ..	Muzaffarpur— 1926-27.	3	2,14,492
				Total for Tihut Division—192 1927.	9	3.3
				Monghyr 1921- 1922.	9	4 6
135	..	...	Appendix II ...	Item 5 under 'Maktabs'.	5	43,042
136		...	" " ...	Item 8 under Sanskrit Path- shalas.	5	98,505
138		..	" III ..	Top heading ..	...	Appendix III.
139	...	...	" " .	Dublin Univer- sity Mission.	19	14
				" Carried over "	26	53,060
140	...	..	" " ...	Item 21—(3)	1	The Sisters, etc.
141	.	..	" " .	Item 23 ...	25	32,559
142	..	.	" IV .	1923-24—other sources.	4	50,418
146	..	...	General Table II A	" Medicine "	4	104
147	...	...	" "	Middle Vernacu- lar.	19	1,153
				Total of special schools.	18	13,017
				In unrecognized institutions	17	40,640

Page.	Paragraph	Line.	Tab'e.	Head or side-head.	Column	Read.
1	2	3	4	5	6	7
149	General Table II-B.	In High Schools	11	Rs. 424
					12	345
				Middle Vernacular.	12	1,090
				Primary school	11	54,565
					12	44,237
					13	1,733
149	General table II-B.	Primary schools	21	Includes 15 pupils.
				"Total" under "other schools"	12	542
150	General table III-A.	Arts colleges ...	1	5,30,945
				Education ...	1	76,260
				Intermediate colleges.	13	7,395
				'Total' under 'Intermediate colleges.	6	12,43,989
					13	1,41,3392
151	General table III-A.	Middle English	1	31,866
				„ Vernacular	1	2,134
					8	2,71,382
				Primary schools	6	79,231
					13	43,164
				'Total' under 'Primary schools'	14	25,05,860
				Normal and training schools.	13	8,090
				Commercial schools.	13	2,100

age.	Paragraph	Line	Table.	Head or side-head.	Column.	Rs.
1	2	3	4	5	6	7
151	General table III-A.	Other schools ...	6	Rs. 71,097
					13	45,970
				'Total' under 'other schools'	1	10,55,127
					6	11,48,118
					13	1,26,044
				Grand Total ...	1	25,65,085
					4	5,39,942
					6	31,60,315
					10	2,65,290
					12	14,06,252
					14	25,07,628
152				Inspection ...	22	7,59,743
					24	3,713
					27	7,65,375
				Buildings ...	23	6,76,807
					24	34,320
				Miscellaneous...	23	1,93,044
				"Total" under "Miscellaneous"	26	4,50,515
				University ...	16	1,93,500
				Arts Colleges ...	16	1,11,865
					27	9,17,176
				Medicine ..	22	2,38,207
					25	20,747
					27	2,58,954
				Education ...	22,27	76,220

Page.	Paragraph.	Line.	Table	Head or side-head.	Column.	Revd.
1	2	3	4	5	6	7
152— <i>concl'd.</i>	General Table III-A.	Engineering ...	22	Rs. 1,34,015
					25	16,612
					27	1,21,537
				Intermediate Colleges.	17	3,852
					25	25,951
					27	8,055
				"Total" under Intermediate Colleges.	16	3,12,517
					18	4,79,501
					25	5,49,082
					26	32,733
					27	17,23,490
153				High schools ...	17	1,11,838
					19	1,87,892
					25	9,59,699
				Middle vernacu- lar.	24	7,844
					26	12,214
				Primary schools	27	51,06,941
				'Total' under 'Primary schools.'	24	2,07,833
				Law schools ...	25	10,288
				Medical schools	22	1,31,271
				Normal and training schools	25	8,357
				Technical and industrial schools.	27	6,24,182
				Schools for def- ectives.	22	3,759
					26	4,444
				Grand total ..	16	18,44,427

Page.	Paragraph.	Line.	Table.	Head or side-head.	Column.	Rs.
1	2	3	4	5	6	7
164	General Table III-B.	Main head ...	1-6	Rs. Government Institutions.
				High schools	1	55,513
				'Total' under 'Primary schools.'	6	93,469
					12	71,982
					13	37,063
166	Ditto ..	'Buildings,' etc	27	1,29,278
				Miscellaneous...	23	18,450
					24	1,918
				Middle English	16	33,202
					22	52,923
				Middle Vernacular.	17	20,863
					18	32,479
					21	1,097
					22	19,091
				Primary Schools	15	23,767
					16	13,922
					17	66,246
					18	3,89,683
					23	33,397
				'Total' under 'Primary Schools.'	15	23,767
					17	1,30,846
					19	1,049
					21	12,162
					24	56,537

Page.	Paragraph	Line.	Table.	Head or side-head.	Column.	Head.
1	2	3	4	5	6	7
						Rs. -
157	General Table III-B.	Footnote (b) ...		Includes Rs. 41,52,567
164	General Table VI-A.	Middle School Government	11	51
				Middle Schools Aided.	12	723
				Middle Schools Total.	3	210
				High Schools Government.	12	196
				High Schools Aided.	3	89
				High Schools Unaided.	3	97
				Grand Total ...	4	11,945
165	General Table VI. B	High Schools - Total	13	44,087
166	General Table VII.	Males - Prim- ary Schools.	12	45,621
				Mi-cellaneous ..	12	1,13,198
168	General Table VIII.	Upper Primary	13	525
				Vernacular, Lower.	5	1,251
				At Technical and Industrial schools.-	4	149
169	General Table IX.	"14 to 15" ...	7	2,307
				Withdrawals ...	3	44,080

GOVERNMENT OF BIHAR AND ORISSA (MINISTRY OF EDUCATION) RESOLUTION
NO. 6235-E., DATED NOVEMBER 26, 1927.

3	5	3	1,917
8	Sub para 9	5	30,247
9	9	28	116 to 84
	Sub para I ₁					

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THE THIRD QUINQUENNIAL REVIEW
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PROGRESS OF EDUCATION
IN
BIHAR AND ORISSA.

CHAPTER I.

INTRODUCTORY.

THIS report, like that written five years ago, deals only with Bihar and Orissa proper and excludes the attached Feudatory States. The area of the different districts as given in the Civil List is shown in the table on pages 58 and 59 and adds up to 83,165 square miles. The population and other relevant figures are shown in the two following tables :—

I. GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

Area in square miles 83,165		Percentage of male scholars to male population, female scholars to female population and total number of scholars to total population.						
		In recognized institutions			In all institutions.			
		1927.	1926.	1921.	1927.	1926.	1921.	
1	2	3	4	5	6	7	8	
POPULATION.								
Males	16,785,163	Male scholars ..	5.66	5.52	3.92	5.9	5.75	4.1
Females	17,239,383	Female scholars ..	7.7	7.7	6.1	6.9	6.9	6.2
Total	34,024,546	Total	3.13	3.06	2.24	3.28	3.18	2.36

Serial no.		Institutions.				
		1927.	1926.	1921.	Increase or decrease.	
					Compared with 1926.	Compared with 1921.
1	2	3	4	5	6	7
RECOGNIZED INSTITUTIONS .						
FOR MALES.						
1	Arts colleges	10	9	9	+1	+1
2	Professional colleges	5	5	4	..	+1
3	High schools .. .	135	130	119	+5	+16
4	Middle schools . . .	563	516	419	+47	+144
5	Primary schools	27,457	27,687	23,448	-232	+5,009
6	Special schools	476	452	408	+24	+68
	Total .. .	28,646	28,801	23,407	-155	+5,239
FOR FEMALES.						
7	Arts colleges	1	1	1	..	..
8	Professional colleges .. .. .	..	..	..	..	..
9	High schools	4	4	4	..	..
10	Middle schools	28	25	25	+3	+3
11	Primary schools	2,789	2,907	2,306	-177	+263
12	Special schools	25	25	19	..	+6
	Total .. .	3,848	3,022	2,557	-174	+291
UNRECOGNIZED INSTITUTIONS.						
13	For males	1,617	1,651	1,078	-34	-561
14	For females	132	156	94	-24	+108
	Total .. .	1,749	1,807	1,002	-58	-153
	GRAND TOTAL .. .	33,243	33,630	27,968	-387	+5,377

Scholars.					Stages of instruction of scholars entered in column 4.
1927.	1926.	1921.	Increase or decrease.		
			Compared with 1926.	Compared with 1921.	
8	9	10	11	12	13
3,467	3,211	2,063	+256	+1,104	(a) 1,397, (b) 2,080, (c) mI.
1,021	887	395	+134	+626	
38,197	35,108	24,645	+3,069	+13,552	(c) 30,915, (d) 7,263.
59,114	51,603	30,038	+7,452	+29,176	(c) 20,640, (d) 38,474
8,75,866	8,61,172	6,20,866	+14,494	+2,46,000	(d) 8,75,608.
16,762	15,567	12,896	+1,195	+3,866	
9,04,227	8,07,607	7,00,603	+96,620	+2,03,624	
7	6	12	-1	-5	(a) mI, (b) 7, (c) mI.
"	"	"	"	"	
814	743	647	+71	+67	(c) 277, (d) 537.
3,674	3,181	2,773	+493	+901	(c) 453, (d) 3,321
66,009	69,222	53,522	-3,213	+7,487	(d) 66,000
785	906	720	-141	+45	
71,209	74,060	62,674	-2,791	+8,595	
40,640	30,641	46,620	+999	-5,980	
2,358	3,071	485	-713	+1,873	
43,998	43,712	47,105	+286	-4,107	
1,108,494	1,094,379	8,10,382	+24,115	+2,98,112	

(a) Graduate and postgraduate classes.
 (b) Intermediate classes.
 (c) Secondary stage.
 (d) Primary stage.

II.—GENERAL SUMMARY OF EXPENDITURE ON

	Total expenditure.				
	1921-22.	1925-26.	1926-27.	Increase or decrease as compared with	
				1921-22.	1925-26.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Direction and inspection	8,68,730	9,26,215	9,41,511	+72,781	+16,296
University	2,81,270	1,82,398	2,16,000	-85,270	+33,802
Miscellaneous	21,81,434	32,74,815	44,23,595	+22,92,161	+11,98,780
Total	33,31,434	43,82,428	56,31,106	+23,99,672	+12,46,678
INSTITUTIONS FOR MALES.					
Arts colleges	7,20,607	8,92,474	9,75,231	+2,54,534	+82,757
Professional colleges	1,98,109	4,01,391	5,32,259	+3,98,150	+1,30,868
High schools	13,18,203	16,24,335	17,74,891	+4,56,689	+1,50,656
Middle schools	8,29,626	10,78,412	12,08,445	+3,73,819	+1,26,033
Primary schools	32,42,545	48,35,918	51,06,941	+18,64,396	+2,71,023
Special schools	18,01,377	18,61,472	16,66,245	+3,84,968	+3,04,773
Total	75,48,456	1,01,93,902	1,12,59,012	+37,10,556	+10,65,110
INSTITUTIONS FOR FEMALES.					
Arts colleges	6,399	4,208	5,320	-1,079	+1,112
Professional colleges	"	"	"	"	"
High schools	70,711	87,857	82,110	+11,399	-5,747
Middle schools	1,21,051	1,67,181	1,69,137	+48,086	+11,956
Primary schools	3,72,891	4,69,564	4,79,059	+1,06,168	+9,495
Special school	65,405	56,075	96,023	+32,623	+11,353
Total	6,38,457	8,05,435	8,33,654	+1,97,197	+26,169
(a) Grand Total	1,16,16,347	1,63,91,815	1,77,23,772	+62,07,425	+23,41,967

(a) The figures in columns 11-15 against this sub-head include both direct and indirect expenditure.

EDUCATION DURING 1926-27.

Percentage of expenditure.				Cost per scholar,				
In 1926-1927.				Government funds.	Board funds.	Fees.	Other sources.	Total.
Government funds.	Board funds.	Fees.	Other sources.					
7	8	9	10	11	12	13	14	15
				Rs a. p.	Rs a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
99.40	7.49	..	11	..	..	..	..	..
10.42	..	89.58	..	..	..	..	..	..
62.17	21.50	4.39	11.84	..	..	..	..	..
66.11	17.17	6.92	9.50	..	..	..	..	..
68.77	..	27.97	3.28	198 7 3	..	78 10 10	9 2 7	281 4 8
84.26	..	15.56	18	439 4 2	..	81 1 8	0 15 2	521 5 0
96.25	..	54.07	9.68	16 13 8	..	25 2 0	4 8 0	46 7 6
13.81	37.86	34.74	13.79	2 12 11	7 10 8	7 1 2	2 12 11	20 6 8
3.32	62.18	19.85	15.55	0 2 2	3 10 0	1 2 8	0 14 6	5 13 4
76.88	17	3.75	25.20	70 7 6	0 2 7	3 11 7	25 0 10	98 6 6
28.87	32.35	25.00	14.08	3 3 11	3 10 5	2 13 4	1 9 6	11 5 3
94.64	..	5.36	..	719 4 7	..	40 11 6	..	760 0 0
..
83.68	..	10.90	6.52	83 4 10	..	11 0 0	6 9 2	100 14 0
42.58	..	20.78	36.64	19 9 7	..	9 0 0	16 13 11	48 0 6
6.97	74.11	3.19	15.73	0 8 1	5 6 1	0 3 8	1 2 3	7 4 1
67.18	..	78	32.04	86 1 3	..	1 0 1	41 0 11	128 2 3
20.28	42.59	7.26	20.88	3 6 10	4 15 8	0 13 7	2 7 1	11 11 2
40.69	27.95	18.42	12.94	6 12 4	4 10 5	3 1 0	2 2 5	16 10 3

2. During the five years there has been a striking increase from 810,382 to 1,108,494 in the number of scholars and from Rs. 115 lakhs to Rs. 177 lakhs in the total expenditure, including an increase from Rs. 72½ lakhs to Rs. 121¾ lakhs in the expenditure from public funds. The subsequent chapters show that the increase has been shared by all classes of colleges and schools.

3. Two resolutions affecting education were debated in the Legislative Council during the year 1922-23, three in 1923-24, five in 1924-25 and six in 1925-26. Details have been given in previous reports: the most important of them was the resolution adopted in 1924-25, and accepted by Government, to the effect that the new buildings required for university work should be erected in Patna town and not on the site previously acquired to the west of the new capital. In 1926-27 only one educational resolution was moved; this was a repetition of that adopted in the previous year to the effect that the pay and prospects of the members of the subordinate educational service should be so revised that they should start on an initial salary of Rs. 100 a month and that their pay should ordinarily rise to Rs. 300 a month after 22 years of service. This proposal, which would involve Government in an additional recurring expenditure of Rs. 8 lakhs a year, was again adopted by the Council but has not been accepted by Government.

4. The number of different motions for reductions in the education budget, and in the educational portion of the civil works budget, is shown in the following statement: the number of motions set down in the agenda paper is considerably larger, for it often happens that several members give notice of the same motion :—

—	1923.	1924.	1925.	1926.	1927.
1	2	3	4	5	6
Education budge: proper ...	14	9	15	17	15
Educational part of the civil works budget.	3	7	5	...	5

Few of these motions, however, were discussed and still fewer were put to the vote: in no case were Government defeated. This is not surprising, for the Council is really keen

on education though some of the members do not always agree with the policy of Government on particular points.

5. The number of questions asked in the Council concerning education continues to be large: in the January-March session of 1927, for instance, it was 58. No legislation directly affecting education was introduced during the five years, except an unimportant bill to amend the Patna University Act, which was passed during the year 1923.

6. The more important items mentioned in the following chapters are :—

- (1) The revision of the inspecting staff for girls' schools.
- (2) The delegation of additional powers to inspectors, district inspectors and the managing committees of Government high schools.
- (3) The appointment of deputy inspectors for outlying subdivisions.
- (4) The decision that sub-inspectors of schools should remain Government servants, but that local bodies should have substantial powers of control over them.
- (5) The growth of a new series of problems as to the relations between the department and the reconstituted district boards.
- (6) The reduction in the number of officers in the Indian Educational Service from 40 to 30.
- (7) The creation of a junior branch of the Bihar and Orissa educational service for the lecturers and demonstrators in Government colleges.
- (8) The creation of a special scale of pay in the Bihar and Orissa educational service for men with distinguished European qualifications.
- (9) The introduction of a departmental examination designed to test the fitness of officers for higher work.
- (10) The revision of the time-scale of pay for men in the lower division of the subordinate educational service.
- (11) The reconstitution of the vernacular teachers' service on a time-scale basis.
- (12) The introduction of a provident fund for the staff of aided schools.

- (13) The appointment of a part-time non-official Vice-Chancellor.
- (14) The decision to develop higher teaching in Patna town rather than on the site previously acquired for the purpose to the west of the new capital.
- (15) The decision that intermediate classes should not be excluded from first grade colleges.
- (16) The constitution of a University Examination Delegacy for secondary schools:
- (17) The transfer of the control of the school leaving certificate examination for high schools to the university.
- (18) The revision of the university courses in education.
- (19) Extensions of the range of teaching at the different colleges.
- (20) Substantial progress with the new buildings required for higher education at Patna, including the completion of a Senate House and preparations for the opening of a science college and for closing New College, the intermediate classes of which are to be re-amalgamated with Patna College.
- (21) The transfer to the university of the control of the advisory committee for Indian students proceeding to England.
- (22) The acquisition and improvement of buildings for the Law College.
- (23) The reduction of the university course in law from three years to two.
- (24) The revision of the pay of the teachers in aided colleges.
- (25) The opening of intermediate classes in arts at the Ranchi zila school.
- (26) The construction of new buildings for the Diamond Jubilee College.
- (27) The opening of medical and engineering colleges at Patna and a training college at Cuttack.
- (28) The constitution of a Board of Secondary Education.
- (29) An increase in the grants to aided high schools.
- (30) The introduction of the vernacular as the medium of instruction in the higher classes of certain high schools.

- (31) The transfer of the control of middle English schools to a number of local bodies and the tendency to convert middle vernacular schools into middle English schools.
- (32) The extension of the vernacular school leaving certificate scheme to middle English schools.
- (33) The appointment of non-official members on the managing committees of Government high schools.
- (34) The preparation of new rules for grants to local bodies for primary education and a very large increase in the amount of such grants.
- (35) The revision of the district programmes for the expansion and improvement of primary education.
- (36) The increase in the compulsory percentage of free-studentships in primary schools to 20 per cent. in addition to all boys whose parents or guardians are not assessed to *chaukidari* tax on account of poverty or are registered under the Criminal Tribes Act or are aboriginals who have never paid fees or are members of the depressed classes.
- (37) The revision of the educational rules under the Local Self-Government Act.
- (38) The growth of a movement in favour of communal primary schools.
- (39) Substantial progress in the scheme for compulsory education in the Ranchi municipality and a commencement with experiments in the same direction in rural areas.
- (40) An extension of free education in certain selected areas.
- (41) The revision of the curriculum for primary schools for boys and girls and a reduction in the length of the primary course by one year.
- (42) The grant of large subsidies to district boards to enable them to construct for primary schools buildings of an approved type.
- (43) The revision of the courses for the Sanskrit examinations.
- (44) The constitution of a Madrasa Examination Board and the institution of provincial examinations for students from *madrassas*.
- (45) A large increase in the grants to *toles* and *madrassas*.

- (46) The opening of a medical school at Darbhanga to replace the school at Patna which had been converted into a college.
- (47) The opening of Government schools for *ayurveda* and *tib* at Patna.
- (48) The opening of a technical institute at Muzaffarpur, a school of engineering at Cuttack, apprentice classes at Dehri and technical classes at the Government Press.
- (49) A development of the activities of the technical school at Jamalpur.
- (50) The addition of higher classes to the Ranchi industrial school.
- (51) The reorganization of the secondary training schools, the standard for admission being raised to matriculation and the length of the course being reduced from three years to two.
- (52) The grant of higher stipends in elementary training schools, and the preparation of a scheme for the complete reorganization of these schools.
- (53) The opening of two more Government training classes for women.
- (54) The issue of orders restricting both the opening of lower primary schools for girls under male teachers and the grant of capitation allowances for teaching girls in the infant class.
- (55) The opening of two European schools (the Bishop Westcott schools) at Ranchi.
- (56) The grant of special concessions to untouchable students
- (57) Substantial improvements in the workshop of the Hazaribagh Reformatory School.
- (58) A large decrease in the number of national schools and their pupils and the complete collapse of the non-co-operation movement, so far as it affected colleges and schools.
- (59) The reconstitution of the Text-Book Committee.
- (60) An increase in the number of classes for manual training and science at Government high schools.
- (61) The arrangements made for the experimental opening of agricultural and vocational classes in middle schools.

- (62) The introduction of spinning as a compulsory subject in girls' primary schools and as an optional subject in boys' primary schools, subject to certain restrictions.
- (63) The appointment of school medical officers on a permanent basis.
- (64) The introduction of religious instruction in non-denominational schools.
- (65) The appointment of two inspectors of physical education.
- (66) A large development of the boy scout and girl guide movements.

7 In addition to the prescribed tables I attach to the report four statements. One shows the percentage of children at school to children of school-going age in each of the districts in the province. Another gives details as to the number of *madrasas*, *maktabs*, *tols* and Sanskrit *pathshalas*. 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.

8. The subject education is still split up into three heads, reserved, transferred and Angul, as described in the last report. The figures for expenditure given by the Accountant-General are as follows :—

	1921-22.		1926-27 (preliminary figures).	
	Voted.	Non-voted.	Voted.	Non-voted.
1	2	3	4	5
Reserved ..	Rs. 77,973	Rs. 2,920	Rs. 1,31,455	Rs. 2,932
Transferred ...	48,55,704	4,19,914	86,41,882	5,05,544
Angul ...	...	79,850	...	97,919
Total ...	49,33,677	5,02,684	87,73,337	6,06,395

It will be seen that the expenditure under the head 'transferred, voted' was 89·32 per cent. of the total in 1921-22 and 93·53 per cent. in 1926-27.

9. The cost of direction has risen during the five years from Rs. 1,06,215 to Rs. 1,24,347, and that of inspection from Rs. 7,62,515 to Rs. 8,17,164. These figures have by no means kept pace with the increase in the total expenditure from public funds. In 1921-22 they together formed 11·8 per cent. of the total: for 1926-27 the percentage was only 7·7. Nearly every district report complains that the inspecting staff is now too small. Further information on this point is given later.

10. The present strength of the inspecting staff is shown in the following table :—

Class of officer.	1921-22.	1926-27.
Inspectors, including the Agency Inspector ..	6	6
Inspectresses	2	...
Assistant Inspectresses	5	9
District Inspectors (gazetted)	20	20
Deputy Inspectors (non-gazetted)	12	39
Sub-inspectors	276(a)	249
Superintendents of Sanskrit and Islamic studies	2	2
Assistant superintendents of Sanskrit studies	2	2
Inspectors of students' residences	2	2
Lady superintendents of <i>atus</i>	1	2
Inspecting <i>maulavis</i>	17	21
Inspectors of physical education ... .. .	...	2
Total	344	354

(a) The figure 275 shown in the last quinquennial report was wrong.

The two inspectresses were replaced last year by a deputy directress, the number of assistant inspectresses being raised by four at the same time. The number of deputy inspectors rose by 27 owing to the appointment of such officers in the outlying subdivisions of all but the smallest districts: there are now 31 such officers instead of two and on their appointment the posts of additional deputy inspector in Cuttack and special deputy inspector for aboriginal schools in Chota Nagpur have been abolished. The number of sub-inspectors has been reduced by 27, because in each case where a new deputy inspector was

appointed a sub-inspectorship was abolished. There is now a temporary superintendent of Hindu *atus* as well as a Muhammadan superintendent. The number of inspecting *maulavis* was raised by four in the year 1925-26, and two inspectors of physical education were appointed last year.

11. In the year 1924 an officer was placed on special duty to consider how far the work of the department could be facilitated by further decentralisation, and as a result of his recommendations substantial delegations of power were made in the following year to inspectors, district inspectors and the managing committees of Government high schools. Most of the powers then given to district inspectors have since been delegated to deputy inspectors also.

12. In spite of the delegations mentioned in the previous paragraph, the work of the inspectors continues to grow heavier and heavier, and I fear that the reduction then made in the number of their clerks has gone too far. Among new items the inspectors have now to deal with heavy correspondence regarding the provident fund for teachers in aided schools and have to devote a good deal of time to the work of the school medical officers and the inspectors of physical education, while their work in connection with secondary schools is growing with the increase in the number of such schools. One inspector notes that when he is on tour his average output of letters is 23 a day which leaves him but little time for inspection proper.

13. The appointment of deputy inspectors for the outlying subdivisions has certainly given the district inspectors much relief. Most of the reports ask for similar officers for the *sadr* subdivisions also, so that the *sadr* local boards may also have educational advisers of their own, but I am not satisfied that these posts are really required. One Inspector suggests that now that deputy inspectors have been appointed for the outlying subdivisions the district inspectors feel it below their dignity to inspect primary schools at all.

14. Nearly every report complains that the number of sub-inspectors is too small. Government have fixed a standard of one sub-inspector for 100 managed, aided or stipendiary schools and one for 200 unaided schools subject to the proviso that the total number of officers in any district shall not exceed that which will be required when the new education programme is complete. On this basis 13 more officers are now required. At present each officer has on an average 133 schools under his control in Patna, 140 in Tirhut, 131 in Bhagalpur, 152 in Orissa and 103 in Chota Nagpur.

15. During the quinquennium it was decided that the sub-inspectors should remain Government servants but the local bodies have been given large powers in the matter of their appointment and control. This vexed question having been settled the next in order of importance, I think, is to provide quarters for the officers, both deputy inspectors and sub-inspectors, who are posted at places where suitable rented accommodation is not forthcoming. The number of sets of quarters so far built or sanctioned is only 20 and the number still required is 148.

16. The special staff for inspecting Sanskrit schools has from time to time been adversely criticised. It would be premature to discuss this question, which has recently been one of the subjects of reference to a special committee. I will only note that the spread of the movement for teaching Sanskrit in primary schools, the so-called Sanskrit *pathshalas*, must either restrict the choice of sub-inspectors to officers who know Sanskrit or to render necessary the employment of a special staff. The Superintendent and his two assistant superintendents cannot visit all the *tols* regularly, much less these scattered primary schools. The problem of *maktabs* is not so difficult, for there no classical language is taught, but even so it has been necessary during the five years to add to the number of inspecting *maulavis*.

17. During the five years a new series of problems has arisen owing to the reconstitution of the local bodies, nearly all of which now have non-official chairmen and vice-chairmen. In many districts wise use has been made of the more liberal grants which Government have been able to make, and the non-official chairmen appear to be more interested in education than some of the old official chairmen used to be. In such cases the only difficulties that have arisen are due to the fact that the chairman cannot disregard demands made by the party on the Board which happens to be in a majority, e.g., it is difficult for him to resist pressure for the opening of new middle schools even if he feels that primary schools are more urgently needed. Unfortunately, however, there have been only too many cases in which local bodies appear to have been actuated by motives other than the best interests of education. These may be enumerated as follows :—

- (a) In some cases teachers have been victimised, apparently for not supporting a particular political party; in one district, for instance, a false report to the effect that a school was not in existence was made

by a member of the district board. Another case involving hardship to teachers was one in which a member of a district board used his position as a means to secure from teachers loans which he did not repay.

- (b) At least one member of the inspecting staff has been victimised, an entirely false case being instigated by the chairman of a local board.
- (c) Undesirable persons have been appointed as teachers, owing to their adherence to particular political views.
- (d) In some districts regular gatherings of the teachers have been arranged, the purpose being to some extent at least political and no regard being had to the inconvenience which such meetings would necessarily cause both to the teachers and the schools.
- (e) Undue prominence has been given to the subject of spinning. Schools for training teachers of spinning were encouraged by at least two district boards. In one case it was established to the satisfaction of Government that the schools or *asrams* were primarily maintained for the purpose of political propaganda against the established Government, and that the opportunity was being taken to try to inculcate disloyalty into the *gurus*.
- (f) There have been cases of deliberate interference with those managing committees of schools which disagreed with the political views of the district board authorities.
- (g) Unsuitable books and pamphlets have been purchased prescribed or distributed in certain cases and some district boards have passed resolutions recommending the purchase of unsuitable periodicals.
- (h) Funds have been collected from schools for political purposes.
- (i) Grave irregularities have taken place in connection with the distribution of money for primary school buildings : in one case a sum of Rs. 300 was sanctioned for expenditure on the house of the chairman

of the local board himself. It is relevant to mention in this connection that neither this chairman nor the member of the district board, who made the false report referred to in (a) above, nor the member of the district board, who took money from the teachers, could be removed from their membership, the Local Self-Government Act of 1922 having deprived Government of all power to remove members except on the application of the board.

- (j) Some district boards have insisted on their employees wearing *khaddar* or at any rate have strongly advised them to do so.
- (k) In some cases members of district boards other than the chairman and vice-chairman have usurped executive functions, thereby causing considerable confusion.
- (l) In some cases boards have prescribed undesirable songs for use in schools.
- (m) In some cases, the boards appear to have used their powers in a very arbitrary way. One inspector writes :—

One of the glaring instances of the abuse of power by the executive of the local boards is the ruthless manner in which the teachers of stipendiary primary schools are being transferred. The sub-inspectors or deputy inspectors under whom they have to work are not even consulted. It is an established practice in every department to take the opinion of the officer in charge in matters concerning his subordinates. A teacher under the..... local board was reported to have been transferred to four or five places within a period of three weeks

- (n) In some cases grants given by Government for particular purposes have been kept in hand for long periods or used for other purposes. A particularly bad case of this kind is that of a municipality, which received a grant of Rs. 17,000 in the year 1921 on a promise that it would find Rs. 8,500 from its own resources, but so far appears only to have spent Rs. 3,260 out of the total sum available.

18. The list of irregularities given above is formidable and taken by itself would suggest that education is being administered very badly by the local bodies concerned. It would, however, perhaps be a mistake to take too pessimistic a view. The

chairmen and vice-chairmen of the new boards were in most cases persons who had had no executive experience and the new boards were formed at a time when particular political views were very much in the ascendant. Matters already show distinct signs of improvement.

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

Year.	Total expenditure by district boards.	Amount of Government grant.	Net expenditure from district funds.	Total expenditure by municipalities.	Amount of Government grant.	Net expenditure from municipal funds.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1923-23 ...	23,11,364	12,72,472	10,38,883	1,84,898	98,897	87,801
1923-24 ...	25,87,540	18,06,497	7,82,043	2,34,316	1,32,140	1,02,176
1924-25 .	32,52,575	22,20,900	10,31,975	2,34,870	1,07,064	1,27,806
1925-26 ...	40,86,200	30,39,568	10,46,637	2,97,667	1,20,033	1,77,634
1926-27 ...	46,35,871	41,52,576	4,83,295	3,17,040	2,36,521	80,525

The increase in the amount of the Government grants is noticeable: the fall in the net expenditure from district and municipal funds in 1926-27 is due to the fact that large parts of the non-recurring Government grants, which amounted in that year to Rs. 7,36,408 to boards and Rs. 1,21,090 to municipalities, were paid towards the close of the year.

20. The reports all speak of the assistance received from executive officers, though the fact that in most cases the district officers have ceased to be chairmen of the local bodies renders their connection with education less close than it used to be.

21. Statistics as to the work of the different Missions will be found in Appendix III. During the five years the number of institutions maintained by Missions has remained stationary at 950 but that of their pupils has risen from 32,037 to 35,977. The expenditure from Mission funds has risen from Rs. 2,47,994 to Rs. 3,27,731 and that from public funds from Rs. 1,87,289 to Rs. 3,23,449. These schools do invaluable work, especially among the more backward classes of the community.

CHAPTER III.

THE EDUCATIONAL STAFF.

22. The strength and pay of the different educational services are summarized below :—

	Number of officers,			Average pay.
	Europeans or Anglo-Indians.	Indians.	Total.	
1	2	3	4	5
Indian Educational Service	20	10	30	Rs. 1,414.2
Bihar and Orissa Educational Service.	2	153	155	341.7
Subordinate Educational Service.	2	630	632	104.3
Vernacular Teachers' Service, Ministerial Service and unclassified posts.	2	1,171	1,173	44.6

23. The number of posts in the Indian Educational Service on 1st April 1922 was 39 (including five temporary posts) for men and 5 for women ; the post of Director was then shown as outside the cadre. On the 31st March 1927 the number had been reduced to 32 posts for men and four for women, including the post of Director. The reduction in the number of men's posts is caused by the abolition of the posts of Registrar of Examinations and Principal of the Bihar National College, by the disappearance of the five temporary posts which were created in connection with the opening of post-graduate classes at Patna, (the personnel required for these posts was obtained by leaving vacant other sanctioned posts in the cadre) and by the exclusion (since the post cannot now be filled) of a headmaster's post long kept in abeyance on account of the appointment of an officer on special terms. In the women's branch two posts of inspectress have been replaced by one post of deputy directress. Of the 36 posts six were vacant on 31st March 1927. Four of these are men's posts, the duties of which are being performed by three officers in the provincial service and one outside the grades ; the duties of the two women's posts also are being performed by officers of the provincial service.

24. With the gradual disappearance of the Indian Educational Service it has become necessary for the local Government to decide what pay they will in future give to the officers whom

they appoint to those posts in the department which carry responsibilities higher than those of the ordinary posts in the provincial service. The matter has been under consideration for some time and a decision is urgently required, for already eight Indian Educational Service posts are vacant (as already mentioned, six were vacant at the end of the year 1926-27 and two vacancies have occurred since then) and the opening of the science college has involved the creation of seven more posts of the same class. I trust that on this point it will be possible to secure some degree of uniformity of practice between the different provinces.

25. I should mention at this place the sad death of Mr. G. S. Bhate of the Indian Educational Service in May last. He was an officer whose ability and independence of thought would have made him increasingly useful to Government.

26. The number of posts in Bihar and Orissa Educational Service was 96 on the 1st April 1922, viz., 89 posts in the men's branch and 7 in the women's branch. The number on 31st March 1927 was 155, 145 for men and 10 for women. In addition there were certain temporary appointments created to carry on the work of those posts formerly included in the Indian Educational Service which are no longer filled by members of that service. The chief cause of the increase in the men's branch was the decision of Government to include in the Bihar and Orissa Educational Service as its "junior branch" on a pay of Rs. 170-10-250 the 36 posts of lecturers in colleges and 8 posts of masters in New College which had previously been in the Sub-ordinate Educational Service. The details of the changes are :—

MEN'S BRANCH.

Posts added.	Posts abolished.
2 posts at the Greer Bhumihar Brahman College.	1 post of inspector of students' residences.
3 posts at the Ravenshaw College.	1 post at New College.
2 posts for the Cuttack Training College.	1 post at the Ravenshaw College.
1 post for the Registrar of Examinations.	
86 posts of lecturers and demonstrators.	
6 posts for the new I.-A. classes at the Ranchi Zila school.	
8 posts for the masters at New College.	
1 post at Patna College.	

WOMEN'S BRANCH.

Posts added.	Posts abolished.
1 post for the I. A. classes at the Ravenshaw girls' school.	2 posts at the Bankipore and Ravenshaw girls' schools.
4 posts of assistant inspectresses.	
5	2

In the year 1923 a special scale commencing with Rs. 350-⁵⁰/₂-450 and thereafter merging in the ordinary scale of the service was created for men with distinguished European qualifications, whom the ordinary initial pay of the provincial service was insufficient to attract.

27. The number of posts in the Subordinate Educational Service rose during the five years from 609 to 632. Of these 105 are in the upper division and 527 in the lower division. The changes are as follows :—

Posts added.	Posts abolished.
2 posts at the Ravenshaw College.	4 posts at the Bihar College of Engineering.
4 posts at the Sanskrit colleges and Government <i>madrassa</i> .	1 post at the Ravenshaw College.
1 post for the women's training class at Muzaffarpur.	1 post at the Greer Bhumihar Brahman College.
10 posts in lieu of ungraded posts.	44 posts transferred to the junior branch of the provincial service.
1 post for the inspector of students' residences at Patna.	3 posts at New College.
26 posts for the teaching of non-literary subjects at Government high schools.	3 posts at the Sanskrit College.
6 posts to enable qualified drawing masters to be employed at Government high schools.	1 post at the Ranchi Zila school.
19 posts for strengthening the staffs of Government high schools.	
3 posts at the Greer Bhumihar Brahman College.	
4 posts at the Government girls' high schools.	
1 post at a secondary training school.	
3 posts for sub-inspectors.	
80	57

The service is still organized on the lines described in the last quinquennial report, but the pay of graduates and holders of the L. T. diploma, while in the lower division, was raised in the year 1924 from Rs. 60— $\frac{5}{2}$ —120 to Rs. 75— $\frac{5}{2}$ —125, and holders of the M. A. or M. Sc. degree were allowed at the same time a special scale of Rs. 90—5—95—5—100— $\frac{5}{2}$ —125.

28. In the year 1926 an examination was instituted with a view to testing the fitness of officers for higher posts in the department. It is compulsory for all officers of the women's, school teachers' and inspectors' branches of the subordinate educational service (excluding *pandits*, *maulavis* and drawing masters) who have during the preceding year been appointed to the upper division of the subordinate educational service, and for such officers appointed in future to posts of headmistress, headmaster, assistant inspectress or district inspector in the Bihar and Orissa Educational Service as have not passed the test previously, and also for officers promoted to class I of the ministerial service. Until they have passed the examination such officers are deemed to be on probation in the upper division of the subordinate educational service or in the Bihar and Orissa Educational Service or in class I of the ministerial service, as the case may be, and two failures in the examination render an officer liable to reversion. Officers already in the upper division of the subordinate educational service may take the examination at any time that they like. The first examination was held last November when 17 officers appeared and 8 passed.

29. The vernacular teachers' service consisted of 379 posts on 1st April 1922 and the number is now 359. The changes are as follows :—

Posts added.	Posts abolished.
2 posts for the <i>maktab</i> classes at the Government <i>madrassa</i> .	11 posts at secondary training schools.
5 posts for strengthening the staffs of Government high schools.	6 posts of drawing masters replaced by posts in the subordinate educational service.
2 posts at the Badshah Nawab Razvi Training College.	1 post at New College.
3 posts for women's training classes.	2 posts at elementary training schools.
	10 posts at the Hazaribagh Reformatory school.
	1 post at the Bankipore girls' school.
	1 post at the Badshah Nawab Razvi Training College.

In the year 1923 the whole service was reorganized on a time-scale basis, the scales being as follows :—

- (1) For trained matriculates, Rs. 35—1—50 with a selection-grade on Rs. 4—2—60 for 15 per cent. of the cadre (as before).
- (2) For others, Rs. 30—1—50 with two selection grades on Rs. 55 and Rs. 60, respectively, for 10 per cent. and 5 per cent. of the cadre.

A further scale of Rs. 45—3—75 for trained women matriculates was sanctioned during the year 1926-27.

30 The number of ungraded posts, which are to be absorbed in the subordinate educational service when the present holders of the posts retire or qualify themselves for promotion, fell during the five years from 35 to 25

31. The pay of the ministerial staff of the department was not altered during the five years. The number of posts is now as follows :—

Grade.				Pay.	Number of officers.
1				2	3
I	...	...	...	Rs. 90—5—125	10
II	...	...	...	65—2—85	34
III	...	...	...	50—1—60	24
IV	...	...	...	35—1—45	124

These figures exclude a typist on Rs. 40—2—60 at the Hazaribagh Reformatory School and six probationers on Rs. 20 each.

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

Kind of employment.	In colleges.				In secondary schools.				In primary schools.				In special schools.				
	Number of teachers.	Total monthly pay.	Average in 1920-27.	Average in 1921-22.	Number of teachers.	Total monthly pay.	Average in 1926-27.	Average in 1921-22.	Number of teachers.	Total monthly pay.	Average in 1926-27.	Average in 1921-22.	Number of teachers.	Total monthly pay.	Average in 1926-27.	Average in 1921-22.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	
Board Schools ..	..	..	..	..	1,183	81,435	26'6	24'1	5,397	68,820	12'8	13'0	..	..	..	..
Municipal schools	...	..	..	..	43	1,354	31'5	25'7	669	12,404	18'0	13'8	..	..	..	22'0
Privately managed colleges and schools.	82	18,425	224'7	181'6	3,618	1,38,354	37'9	39'4	32,427	3,25,022	10'0	9'5	664	36,945	55'6	9'6	
Total	...	82	18,425	224'7	181'6	4,744	1,66,143	35'0	37'0	36,513	4,06,246	10'5	8'8	664	36,945	55'6	69'4

The increase in the case of colleges is noticeable. The figures for secondary schools are affected by the more rapid expansion of middle schools than of high schools. The increase in the case of primary schools is satisfactory, though the average remains very low: the fall in the case of board primary schools is explained in paragraph 123 below.

33. When the last quinquennial report was written it was noted that besides the teachers of Government schools, who are entitled to pensions, and those of Board schools, who share with other employees of the Boards the right to contribute to a provident fund, few teachers had any opportunity of making financial provision for their old age. The position is now better, for in the year 1924 a provident fund was established for the teachers of high and middle English schools aided directly by Government and the scheme was subsequently extended to the clerks in aided high schools, to middle schools aided by certain local bodies, to aided middle vernacular schools for girls and to aided training classes for men and women. The number of persons now contributing to this and similar funds is reported to be 4,689. Under the rules of the fund subscriptions are compulsory for teachers appointed on or after 1st July 1924 and optional for teachers in service before that date. Each subscriber is required to contribute a percentage of $6\frac{1}{4}$ of his pay or, in the case of teachers drawing less than Rs. 16, a fixed sum of eight annas. Voluntary contributions in excess of these limits are not admissible. Subscriptions during leave are optional. Both the management and Government contribute to the fund. The management contribute monthly a sum equal to half of that paid by the teacher. The Government contribution is paid in a lump sum when it becomes due and is equal to one-third of the total standing at the depositor's credit on that date. The fund is managed through the post office savings bank, a separate account being opened for each subscriber.

CHAPTER IV.

PATNA UNIVERSITY.

(Contributed by the Registrar.)

34. The period of five years ending March, 1927, has been one of steady progress in the University. There has been expansion in all directions. Both the quality and the quantity of the work done have improved; the provision of facilities for instruction in the Faculties of Engineering and Medicine has made the province educationally self-contained; and the finances of the University also are in a satisfactory condition.

35. The constitution of the University remains the same and the University continues to be an examining body federal in character. One of the main objects with which the University

was started in 1917, viz., the establishment at Patna of a Central University for post-graduate and other teaching, has not been realized so far. But there is dissatisfaction with the present constitution, and a considerable volume of opinion has been demanding an immediate change in the character of the University from a purely federal (which it is at present) to partly teaching and partly federal. The question has been carefully discussed by the Senate, which has submitted its report and recommendations to Government. It has also been considered by and reported upon by the Director of Public Instruction, who was placed on special duty for the purpose by the local Government. The two reports, viz., those of the Senate and of the Special Officer, are now before Government, and a decision may be expected shortly. The main recommendations of the Senate may be thus enumerated :—

- (a) A complete unitary system of administration and teaching is the best where practicable, but for obvious reasons the Committee recommend that at Patna for administrative purposes the college must remain the unit.
- (b) The Governing Bodies of the colleges should be retained with their present constitutions and powers except that the ordinary members should be nominated and appointed by the Syndicate.
- (c) There should be subordinate to the Syndicate a Central University Board (a) to arrange for inter-collegiate lectures and classes, (b) to exercise college disciplinary control over the students in the internal colleges, and (c) to promote the corporate life of the students of the internal colleges.
- (d) Subject only to the veto of the Chancellor all new appointments to sanctioned posts of demonstrators, lecturers and professors at the internal colleges should be made by the Syndicate on the advice of a selection committee.

36. The term of office of Mr. V. H. Jackson, M.A., who had succeeded Mr. J. G. Jennings, M.A., C.I.E., as a whole-time paid Vice-Chancellor, expired in October 1923, and the local Government in response to a strong public demand decided that his successor should be a part-time honorary Vice-Chancellor. The appointment was offered to and accepted by Mr. Saiyid Sultan Ahmad, Bar-at-Law. In October 1926, Mr. (now Sir) Sultan Ahmad was re-appointed Vice-Chancellor for a further period of two years.

37. The plans for founding the University in the area, west of the new capital, which was acquired for the purpose, have now been finally abandoned, and the area occupied by Patna College and other teaching institutions has been definitely selected for such expansion as may be necessary for the growth of the University. Land has been acquired in that area, some buildings have already been erected and others are in course of construction. Of those already completed or nearing completion the following may be mentioned: a Senate House, known as the Wheeler Senate House, the generous gift of Raja Devakinandan Prashad Singh of Monghyr; up-to-date laboratories for physics and chemistry for the Science College, and an Intermediate Arts block for Patna College. Patna College will now be a purely Arts College, the teaching of science being transferred to the new Science College. In order to give effect to this scheme it has been necessary to remove the Training College, the Training School, and the Patna Collegiate school (the I. A. classes of New College having been transferred to Patna College) from their present buildings to new quarters. New buildings for the Training College and Collegiate school have been erected on the site formerly occupied by the Patna Lunatic Asylum.

38. After a careful consideration of the report of the Calcutta University Commission, the Senate, in the year 1920, recommended the establishment of the new type of intermediate colleges suggested in the Commission's report. The experiment was tried at New College, Patna, but did not prove a success, and it has been finally decided to transfer the I. A. classes from New College (which will now revert to its old position as the Patna Collegiate School) to Patna College. It is true that colleges of this type still exist in the Nalanda College at Bihar Sharif and the Diamond Jubilee College at Monghyr but they are minor institutions, which supply purely local needs, and that also only partially, and as such do not count. I. A. classes have been opened in the Ranchi Zila School for a period of three years, but the main object is to discover whether there is a real demand, as has often been claimed in the public press and the Legislative Council, for the establishment of a degree college in that town to satisfy the needs of the inhabitants of the Chota Nagpur Division.

39. Another suggestion of the Calcutta University Commission, which was accepted by the Senate in 1920, was the creation of a Board of Secondary Education which should conduct the high school examinations through a university delegacy, and

exercise administrative control over high schools and intermediate colleges of the new type, which might also provide for vocational training. Such a Board has been established and continues to function. The University is represented on the Board by three members. A University Examination Delegacy has also come into existence; it conducts the matriculation examination and also the school leaving certificate examination, which before the formation of the Delegacy used to be conducted by the Department of Public Instruction. The courses for the two examinations are the same except in the case of subjects peculiar to the school leaving certificate examination. The examinations are held simultaneously, which has prevented candidates from sitting for the two examinations in the same year, but any hardship that might have arisen has been removed by the option given to candidates for the matriculation examination to sit for examination in a subject or subjects which are peculiar to the school leaving certificate and which might prove of immediate benefit to them in seeking employment and finding a means of livelihood.

40. During the period under review additional facilities have been provided for instruction in various directions. These might be briefly enumerated as follows :—

- (a) The creation of the Faculties of Engineering and Medicine and the admission of the Bihar College of Engineering to the degree standard in Civil Engineering, and of the Prince of Wales Medical College up to the degree of M.B., B.S.
- (b) The regulations dealing with the examinations in the Faculty of Education have been revised and brought on a level with those of other Universities. The course for the Bachelor of Education examination now covers two years after graduation.
- (c) Extension of admission of colleges :—
 - (1) Patna College ... B. A. Honours in Philosophy and Arabic and M. A. in Philosophy.
 - (2) Ravenshaw College B. A. Honours in Economics, B. A. and B. Sc. pass in Botany, and M. A. in English.
 - (3) Tej Narayan Jubilee College. B. A. Honours in Mathematics and Philosophy.
 - (4) Greer Bhumihar Brahman College. B. A. Honours in History, Sanskrit and Mathematics.

Another change in the regulations which has proved popular has been the reduction of the course of study for the degree of Bachelor of Law from three to two years. This is in conformity with the practice prevailing in all other Indian Universities except that of Calcutta.

41. With a view to encourage post-graduate studies the University continued to make further arrangements by the appointment of Readers under the conditions described in the previous quinquennial report. These arrangements have been augmented by the Sukhraj Rai Readership in Natural Science and the Ramdin Readership in Hindi.

42. The number of approved high schools, which can present candidates at the Matriculation Examination, has increased. The figures for the five years ending 1926-27 were 135, 134, 135, 139 and 139. The number of candidates who have entered for the Matriculation Examination (Annual and Supplementary, has varied. The statement below gives the figures for the candidates appearing at the examinations and the number of those who passed :—

Year.	Annual.		Supplementary.	
	Number appeared	Number passed.	Number appeared.	Number passed.
1	2	3	4	5
1923	2,131	1,104	574	245
1924	2,143	1,142	389	291
1925	2,260	1,086	796	363
1926	2,471	1,130	1,300	439
1927	2,501	1,233	1,397	512

The figures will show that the standard of examination maintained by the University has been uniform.

43. The number of students in the colleges has also increased. The figures for the period under review are 2,951, 3,259, 3,811, 4,241, and 4,644, respectively.

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

ANNUAL.

Name of examination.	1923		1924.		1925.		1926.		1927.	
	Appeared	Successful	Appeared.	Successful	Appeared.	Successful	Appeared	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I A	450	193	574	251	594	296	680	201	145	290
I. Sc .. .	169	92	190	90	200	129	241	93	237	123
B A	375	153	315	179	310	198	353	105	525	211
B. Sc.	35	18	32	17	49	24	66	41	45	23
M. A.	35	24	32	26	41	28	54	39	...	...
M Sc.	8	4	7	4	6	4	6	3	...	...
L. T.	19	15	29	26	26	21	30	25	9	4
Diploma in Education . . . . .	...	...	...	...	...	...	...	...	57	46
B. Ed	22	19	25	21	23	22	40	30	13	6
Preliminary Law	190	155	258	246	279	215	364	254	160*	77*
Intermediate Law	136	103	200	160	309	285	73	54	6*	3*
Final Law	108	74	144	138	223	207	427	325	104*	51*
1st M. B., B. S. . . . .	...	...	...	...	30	22	39	28	...	...
2nd M. B., B. S. . . . .	...	...	...	...	...	...	22	9	...	...
Final M. B., B. S. . . . .	...	...	...	...	...	...	14	6	...	...
Int. Civil Eng. . . . .	...	...	...	...	...	...	29	18	22	13

*These figures are for Jaudary examination only.

SUPPLEMENTARY.

Name of examination.	1923		1924.		1925.		1926.		1927.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
I. A. ...	..	..	..	..	..	..	..	..	..	..
I. Sc. ...	1	1	5	4	3	1	..	..	1	..
B. A. ...	1	1	1	1	1	..	1	1	1	..
B. Sc. .	1	..	1	1	..	..	..	..	1	..

46. The University Library has continued to grow, but only very slowly. This has been mainly due to the lack of proper housing arrangements. The number of volumes contained in the Library at present is slightly over 7,000. It has now been definitely decided that the Library will be housed in the hall of the New College building. The modifications of the hall necessary for converting it into a library and reading room are under consideration. During the period under review an agreement was arrived at with the trustees of the Bayley Memorial Library Fund whereby the sum of Rs. 96,049 was transferred to the University on condition (1) that the books purchased with the whole or part of the fund and placed in the University Library be called the Bayley Memorial Collection, (2) that any separate library building constructed with this fund be called the Bayley Memorial Library, and (3) that the Bayley Memorial Collection and Library shall be a public library, both reading and lending, and shall be opened to all for the purpose of study. No part of the fund has yet been utilized in any way and the sum transferred to the University has been earning interest. The Syndicate has decided to create a Bayley Memorial Endowment out of the amount at the credit of this fund, and to purchase $3\frac{1}{2}$ per cent. Government paper of the face value of a lakh of rupees for the purpose. Government paper valued at Rs. 43,100 has already been acquired, and the balance will be acquired as soon as money is available after being released from deposit. The Syndicate has also decided that, if necessary,

a part of the fund not exceeding Rs. 15,000 shall be spent on the modifications to be made in the hall. All the expenditure incurred on the acquisition of books during the period under review has been provided out of the general funds of the University.

47. There was no increase in the recurring annual grant from Government for the office establishment of the University, which remains at Rs. 20,000, and the principal source of revenue of the University is the fee income received from the candidates offering themselves for its examinations. There are also other minor sources of income, such as registration fees, migration fees paid by students coming from or going to other universities, and the sale-proceeds of the matriculation text-books which the University has begun to publish. In the period ending with the year 1921-22 the finances of the University were in a bad condition and in October 1922 Government had to come to the rescue of the University with a special grant of Rs. 22,000 to enable it to tide over its difficulties. But conditions have improved since then, and by the end of March 1927 the University had a reserve fund of Rs. 24,000 in $3\frac{1}{2}$ per cent. Government paper and had also provided in its budget for 1927 to augment this reserve fund by investing a further sum of Rs. 30,000 in the same security. This has been made possible by endeavouring to save the income derived from the minor sources of revenue mentioned above. The privilege enjoyed by the registered graduates of the University of returning a representative to the Legislative Council has been of material assistance in this respect. Two such elections were held during the last quinquennium and the fees paid by the registered graduates on these occasions were Rs. 4,575 and Rs. 9,115, respectively. The sale-proceeds of the matriculation text-books during the same period contributed Rs. 18,000 towards the formation of the reserve fund.

48. In the way of public benefactions received during the period under review reference has already been made to the generous gift of Raja Devakinandan Prashad Singh of Monghyr. The Wheeler Senate House, which was constructed at a cost of about Rs. 1 $\frac{1}{2}$ lakhs, was formally made over to the University in March 19_6. Rai Bahadur Sukhraj Rai of Bhagalpur has given Rs. 20,000 for the creation of a Readership in Natural Science, and Rai Bahadur Ram Ran Vijaya Sinha, proprietor of the Khadga Vilas Press, has given Rs. 7,500 for the creation of a Readership in Hindi. More such generous donations are greatly needed. The trustees of the Shaw Memorial Fund have also made over to the University $3\frac{1}{2}$ per cent. Government paper

of the face value of Rs. 2,000 for the purpose of endowing a medal to be awarded annually and to be called the Shaw Medal, after Mr. R. Shaw, M.A., the first Registrar of the University.

49. On the two occasions on which during the last five years the University was called upon to return a representative to the local Legislative Council considerable interest was evinced by the registered graduates ; particularly so at the election held in November 1926 when the number of registered graduates was 795 and the number of votes recorded was 707.

50. With a view to secure uniformity in the activities of Indian Universities an Inter-University Board was created in 1925. Patna University is one of the constituent Universities, and has agreed to contribute Rs. 1,500 annually towards the upkeep of the Board.

51. The Advisory Committee for students proceeding abroad for purposes of study was reconstituted late in the year 1926 under the designation of the Students' Information Bureau. The control and management of the Bureau have been transferred to the University, Government agreeing to contribute Rs. 1,500 annually towards its up-keep. The Secretary of the committee has sent an annual report in which he records that during the year 28 students applied for information.

52. The examination results given by the Registrar above relate to calendar years and to all the candidates who appear at the examinations. The departmental figures are prepared by financial years and exclude, at the matriculation stage, schools in the feudatory states and candidates therefrom. Calculated in this way the totals are as follows :—

Serial no.	Name of examination.	1922-23.			1923-24.		
		Number of candidates.		Percentage of successful candidates	Number of candidates.		Percentage of successful candidates
		Sent up.	Passed.		Sent up.	Passed.	
1	2	3	4	5	6	7	8
1	Matriculation	2,666	1,278	49.81	2,709	1,373	50.79
2	S. L. C. ... ..	...	...	...	...	...	...
3	I. A.	654	249	38.07	855	349	40.81
4	B. A. (Pass)	208	156	52.35	407	212	53.80
5	B. A. (Honours)	62	41	66.13	63	39	61.90
6	M. A.	39	23	60.53	35	24	68.67
7	I. Sc.	213	103	48.36	274	119	43.43
8	B. Sc. (pass)	42	21	50	36	13	36.11
9	B. Sc. (Honours)	9	4	44.44	11	9	81.81
10	M. Sc.	9	4	44.44	8	4	50
11	Preliminary examination in Law	178	104	58.43	226	132	76.1
12	Intermediate examination in Law	118	99	85.34	175	120	68.67
13	Final examination in Law	100	64	64	137	104	75.91
14	I. C. E. . . . .	...	...	...	...	...	...
15	1st M. B., B. S. ... ..	...	...	...	...	...	...
16	2nd M. B., B. S. .. ..	...	...	...	...	...	...
17	Final M. B., B. S. . . . .	...	...	...	...	...	...
18	L. T.	21	20	95.24	19	15	78.95
19	H. Ed.	18	16	88.88	22	19	86.36

1924-25.			1925-26			1926-27.			Remarks.
Number of candidates		Percentage of successful candidates	Number of candidates.		Percentage of successful candidates.	Number of candidates		Percentage of successful candidates.	
Sent up.	Passed.		Sent up.	Passed.		Sent up	Passed.		
9	10	11	12	13	14	15	16	17		18
2,970	1,337	46 68	3,174	1,448	45 62	3,684	1,667	45 54	
			71	37	52 11	98	46	46 94	
934	415	44 43	1,067	430	40 29	1,073	423	39 42	
185	104	51 39	384	172	44 79	633	230	36 33	
72	63	87 5	99	65	65 65	104	51	49 04	
34	26	76 47	43	26	60 46	54	39	72 23	
309	174	56 31	299	117	39 13	364	156	42 86	
60	20	33 33	84	41	48 8	80	31	38 75	
13	11	84 61	15	13	86 66	7	3	43 60	
7	4	57 14	6	4	66 66	6	3	50	
301	254	84 39	323	246	76 16	397	219	55 16	
328	27	62 62	200	161	80 5	26	16	61 54	
238	210	88 23	290	233	80 34	361	229	63 16	
						20	18	90	
			39	30	76 92	49	34	69 39	
						86	40	45 45	
						21	6	28 57	
30	26	86 65	26	21	80 77	30	25	83 33	
25	21	84	29	22	75 86	40	30	75	

CHAPTER V.

ARTS COLLEGES.

53. While the university made no advance towards the development of a teaching system of its own, for the reasons explained in the previous chapter, its constituent colleges showed considerable development during the five years. The number of institutions admitted to the university in arts or science rose from 10 to 11 owing to the opening of I. A. classes at the Ranchi zila school during the year 1925-27, while the five years show an increase from 2,075 to 3,474 in enrolment and from Rs. 7,27,096 to Rs. 9,80,551 in direct expenditure. .

54. Of the various questions affecting higher education in the province which have excited discussion in the past, three, I think, must be regarded as the chief in importance and two of these have now been settled. The first is whether or no the intermediate classes should be separated from the degree colleges. (This question has been answered in the negative both by public opinion and by Government. On the subsidiary question, whether intermediate classes should also be allowed in connection with high schools, opinion is still divided. At the end of the quinquennium there were five institutions combining school and college classes. Of these New College has since been split up, its college classes reverting to Patna College. The other four are the Diamond Jubilee College at Monghyr, which opened school classes in January 1927; the Ranchi zila school, which opened college classes in July 1926, Nalanda College and the Ravenshaw girls' school. In all these institutions, except the Ravenshaw girls' school, the only school classes maintained are the four highest (XI to VIII): the Ravenshaw girls' school has the seven middle and primary classes also. Perhaps by the time that the next quinquennial report is written opinion in regard to these institutions will have crystallized. Meanwhile they remain chiefly under the control of the university, though the Board of Secondary Education constituted at the beginning of the quinquennium has the following powers and rights over them:—

- (1) the power to recognize the school classes as fit to present candidates for matriculation ;
- (2) the right to initiate and be consulted on questions of policy ;
- (3) the right of inspection ;
- (4) the right of distributing recurring grants and of recommending non-recurring grants.

55. The other *res judicata* is the site on which the highest teaching of arts and science should be allowed to develop. The year 1924-25 saw a decision in favour of the Patna College site rather than the site to the west of the new capital. This decision has meant economy, for it will not now be necessary to house all the staff and all the students, and use can be made of all the permanent buildings already erected in the Patna College compound. Exactly how great the economy will be it will never be possible to say, for the estimates for the rejected scheme were necessarily tentative, but the sum saved may amount to as much as twenty-five lakhs of rupees. The decision will also save money because it means concentration; had new colleges been built west of the new capital and the old colleges been allowed to continue, as was inevitable, there would necessarily have been a substantial duplication of work. And, though the Patna College site must suffer from the drawbacks of any site in the middle of a town, the liberality with which funds have been provided for the acquisition of land, for the water-supply and for sanitary projects will do much to improve matters. In another year and a half the scheme will be complete and I hope that the work done will then meet with fairly general approval.

56. The third question, which has already been mentioned in the previous chapter, is that of the relation between the university and the colleges at Patna. On this point I need say little at present, for no decision has been reached. It seems to me, however, unfortunate that it was assumed in the year 1913; when the instructions to the Patna University Committee were drafted, that a university could efficiently and without friction combine internal and external work: that assumption has perhaps caused a tendency to slur over the difficulties, which, as recent experience elsewhere has shown, are necessarily involved. The problem may be capable of solution, but what the solution may be remains for the writer of a later report to record.

57. Before I deal with the individual colleges there are two further general points to mention. The first is the disturbing effect of the supplementary examinations held by the university. These are held in the second half of June. They cannot be held earlier, partly because of the heat and partly because the students must have as much time as possible to prepare for them. If they were held later the successful students would be unable to join the classes formed in July and would therefore gain no advantage by appearing at them. Even now, however, the results cannot be published till August and the late arrival of a number of weak students greatly interrupts work. Mr. D. N. Sen,

after noticing that the number of candidates for the supplementary examination is increasing rapidly, writes :—

If they continue to develop at the present rate, the supplementary examinations will become heavier than the annual and constitute a portentous menace. It is doubtful if it will be possible in future to conduct these examinations with any degree of thoroughness when the examiners are mostly away from their headquarters and are enjoying a well-earned rest.

There are chiefly two classes of candidates for the supplementary examinations, (1) those who could not pass the test for the annual examination and have to undergo another test before they are sent up for the supplementary, and (2) the candidates who after failing to pass the annual are *en masse* dumped into the examination hall without further preparation or preliminary selection. The majority of the first class of students lose contact with their colleges for five months or more and generally fail miserably in the college test, and the second class are in a mortal hurry for registering themselves for the following supplementary before they have fairly recovered from the shock of their failure and enter the examination hall in crowds. They wait for their fate as cattle await the descending knives in a slaughter-house.

* * * * *

The successful supplementary candidates, who can find room in one or other of the colleges, join at a time when they can with difficulty adapt themselves to the classes which are started about eight weeks in advance. These late arrivals are as embarrassing to the teacher as they are to themselves. The plucked students find themselves in a sadder plight, as the second year working session draws fast to a finish before they have fairly installed themselves in their respective classes and are called upon to face a trying college test. There are many among this and other classes of students who prefer the supplementary to the annual and do not seriously prepare for the latter. The result is unhappy as their minds vacillate between the two examinations. The supplementary students are really allowed no chance of a thorough preparation and their unsuccess in the university examinations is conspicuous. In the interests of the students themselves and of the university, the character and programme of the supplementary examinations require revision.

58. Another difficulty, so far as post-graduate classes are concerned, has been caused by the recent reduction in the length of the B. L. course from three years to two. It is probably true that the B. L. course alone can be covered in two years, but nearly all the students reading for the M. A. or M. Sc. degree take up the B. L. course as well and the two courses together are too heavy for two years' work. Last year, of many complaints received on the point, I quoted that of Mr. J. N. Sarkar. This time I have again received many complaints and I will quote that of Babu Gyan Chand :—

The students do not show sufficient intellectual curiosity to distinguish between the essentials and non-essentials, nor do they show capacity for independent thinking or even careful assimilation. This is partly due to the students being ill-equipped for their work, but perhaps the more

important cause of this state of affairs is the fact that they are allowed to pursue M. A. and Law studies at the same time. Real interest in the work is, generally speaking, utterly lacking, and it is impossible to do any higher work, for the students cannot be stimulated to an earnest intellectual effort because of their divided attention and energies. It is not possible to suggest any remedies, for without a change in the university regulations nothing can be done. It is, however, certain that the quality of work done in the M. A. classes is suffering on account of a very large majority of the post-graduate students taking this double course of studies, and the fact cannot but be regretted.

59. *Patna College*.—To return to the colleges, the decision on the question of site has enabled substantial developments to be undertaken at Patna College. The chief is the separation of the work in arts from that in science, part of the extra space required being obtained by taking over the buildings hitherto occupied by the Patna Training College, New College and the Patna Training School. The Science College was opened after the end of the period under report and its buildings are still incomplete, so no more mention need be made of it here, but Patna College has already profited by the completion of a new common room and an extension of one of its hostels, two improvements which were long overdue, and other works are making rapid progress.

60. At the end of the last quinquennium the college had a roll of 355 including 86 post-graduate students. In 1925-26 the roll was 481 including 145 post-graduate students of whom 111 were also reading law. This year the roll is 488 including 151 post-graduate students of whom 127 are also reading law. The B. Sc. classes have suffered to some extent owing to the opening of the medical and engineering colleges which attract many of the students, who have done well at the I. Sc. stage: with the opening of the science college, however, the number of intermediate students in science will be much larger, and both the quality and size of the B. Sc. classes should then gradually improve.

61. The college lost three valuable members of its staff during the year 1926-27 owing to the resignation of Mr. Hamilton, the retirement of Mr. J. N. Sarkar and the death of Babu Radha Krishna Jha. Another serious loss has been caused by the recent sudden death of Mr. G. S. Bhate.

62. Difficulties caused by changes of staff, by the building-operations and by the amount of time which some of the members of the staff had to devote to problems connected therewith, necessarily interrupted the work of the college to some extent during the session 1926-27. The various societies,

however, continued to flourish: the hostels were full and the new common room was much appreciated.

63. *Ravenshaw College*.—The quinquennium has been a period of steady progress. It opened with 368 students, in addition to 8 reading law, and closed with 541 of whom 62 were reading for the B. L. degree and 11 were in the M. A. classes. Of the 541 students no less than 351 were boarders.

64. The five years saw the college admitted to the M. A. standard in English on the strength of an endowment given by Maharani Lady Parvati Devi of Sonpur State; the Maharani is steadily adding to this endowment, which now consists of Government paper of the face value of Rs. 86,000. Admission was also secured to the degree standard in botany and to the honours standard in economics. The electrical installation was opened in April 1925, and large improvements to the water-supply and drainage have been undertaken in addition to various small improvements to the buildings and substantial additions to the library. The college is fortunate in its benefactors. The post-graduate work, as already mentioned, is due to an endowment: the electric supply was provided by the Maharaja of Mayurbhanj and the library by the Raja of Kanika.

65. The number of Muhammadan students in the college fell sharply from 27 to 15 in the year 1922-23 and has since fallen to 11. The main fall was due to non-co-operation. The number of aboriginal students on the roll has risen from 11 to 24, but is likely to be affected by the opening of intermediate classes at Ranchi.

66. The number of students offering honours is rising: in 1922 it was 6, in 1926 it was 16, and this year it has risen to 21. The strength of the B. Sc. classes has been affected by the opening of the professional colleges: there is also some tendency for students to transfer from the science to the arts course at the intermediate stage, so that they may obtain honours in the latter.

67. *Greer Bhumihar Brahman College*.—The five years have been a period of rapid expansion, the roll having risen from 242 to 478. The college is now practically full and a large extension of the hostel is about to be undertaken. There have also been substantial developments in the teaching: honours classes have been opened in history, Sanskrit and mathematics, and degree classes in physics and chemistry. The latter have been the cause of the only large additions made to the college buildings, but the completion of the

observatory on the roof should also be mentioned. The chief need of the college is stated to be an improvement in the staff for teaching English.

68. *Bihar National College*.—The roll on 31st March 1927 was 692 against 390 five years before : there was a considerable wastage during the session, for at one time the roll exceeded 850.

69. The decision taken in the previous year to develop the college on its present site has been followed by the grant of administrative approval to the acquisition of land and erection of buildings at a cost of about Rs. 5 lakhs, the whole of which is to be paid by Government. The land has been acquired and part of the building standing on it will be used this year as a hostel : the new buildings will be started shortly. They are much needed.

70. Like the other aided first-grade colleges this college has profited by the raising of the pay of the teachers to Rs. 125— $1\frac{5}{2}$ —200— $2\frac{5}{2}$ —450 in the year 1926-27 : the teachers also have now the right to contribute to a provident fund. The college is anxious for admission in economics, but it is not clear where space for additional classes could at present be found : also for admission in honours, in order that it may attract a better class of students. It is interesting to note that while in 1925-26 the sole income of the college came from fees and Government grants, there was an income from subscriptions in 1926-27 of Rs. 3,340.

71. *Tej Narayan Jubilee College*.—The roll of this college rose during the five years from 346 to 657, including 242 boarders. The college has been admitted to the degree standard in physics and chemistry during the quinquennium and to the honours standard in mathematics. Like the Ravenshaw College, it is fortunate in its benefactors. Not only did the Banaili Raj contribute more than Rs. $3\frac{1}{4}$ lakhs towards the cost of the buildings, which were opened in the year 1922, but the college has an endowment which produces Rs. 18,400 a year. This endowment at present only reduces the amount of the Government grant required, but the question whether this arrangement should continue has been raised in connection with a proposal to fix the grant to the college for a period of five years at a time. The construction of residences for three more members of the staff is now in hand : once more the Banaili Raj has shown its generosity by contributing Rs. 5,000 towards the cost.

72. *St. Columba's College*.—During the five years the roll has risen from 116 to 220 including 105 boarders. The period has been one of steady work uninterrupted by any incidents deserving special mention.

73. *New College*.—New College was formed in the year 1919. To allow the opening of regular post-graduate classes at Patna College it was necessary to remove the intermediate classes in arts : these were attached to the Patna Collegiate School, the four lowest classes of which were closed at the same time, and the new institution was called New College. At the time when it was started there was much talk of intermediate colleges, but New College was handicapped at the start by objections raised by the teachers and students transferred from Patna College. None the less it did good work throughout the five years under review, the number of students in the college classes rising from 178 to 220. From July of this year it has come to an end : the intermediate classes have gone to Patna College and the school classes to the new building erected on the site of the old lunatic asylum. The main building of New College is to be converted into a hostel for the new science college.

74. *Ranchi Zila School*.—The first year intermediate class in arts was opened at this school in the year 1926, the idea being to test whether this would lead to the development of the institution into a 'really good school'. The strength of the class was limited to 40, which number was quickly reached : at the end of the year the roll was 38. The cost of the experiment is estimated at an average of Rs. 33,986 a year and even this total may be exceeded, for unless the number of optional subjects is raised, the aboriginal students, for whose benefit the class is primarily intended, will have to offer either classics or mathematics, two subjects which they usually find difficult. The progress of the experiment will be watched with interest.

75. *Diamond Jubilee College*.—The college moved to its new buildings in the year 1925-26 : they are much nearer to the town, which fact no doubt accounts partly for the rise in the roll of the college classes from 37 to 82 during the five years. School classes were opened in January 1927 : not only is Monghyr in need of another good school but it was felt that an institution with a roll of about 80 was too small to develop any real corporate life. It is worthy of note that while this college usually receives only poor material, the best students going to the first-grade colleges, two-thirds of the students whom

it presented for the I. A. examination of 1927 were successful.

76. *Nalanda College*.—This college is financed by fees, Government grants and an endowment which yields an annual income of Rs. 8,000. The roll in the college classes has risen during the five years from 31 to 59. A new hostel was opened in 1926-27, but quarters for the principal and a new play-ground, both of which were to have been provided before the college was admitted to the university, are still wanting. It is satisfactory to learn that the governing body is doing its best to provide them.

77. *Ravenshaw Girls' School*.—The number of girls in the I. A. classes is 7 against 12 five years ago: in the school classes it is 157 against 169. The school is doing useful work, though the numbers in the college classes remain small. An extension of the hostel and a new set of stables are nearing completion. An experiment has recently been made in the appointment of a part-time teacher of music.

78. I should like to conclude this chapter by drawing attention to one point in which our present college courses appear defective. Last year I had occasion to set to 55 of our graduates a simple paper on general knowledge and the results certainly surprised me. A question as to the population of the province produced only four answers correct within two millions. The others ranged from 'nearly 45 thousand' and 'about a lakh' to '300 millions'. The date on which the province came into being was given variously from 1894 to 1917. One-fourth of the candidates were wrong by more than a year. Of the candidates who attempted to give the meaning of prohibition 19 were entirely wrong, many confusing it with protection and one discussing the question of inter-caste marriage. No less than 15 candidates recommended charms and incantations as a cure for snake-bite. One of them wrote "In villages some people know *mantras* by which a man is easily cured, but in towns the only course left to a man is to seek shelter in the hospital". A question as to the principal industries of the province, other than agriculture, produced the pessimistic statement that 'besides the agriculture industry there is no notable industry for the province of Bihar and Orissa', and of those who attempted the question 24 made no mention of coal-mining. The date on which the great war began was wrongly given by six candidates and that of the cessation of hostilities by 19. I would commend to the authorities of the university the suggestion that, at some stage

of the university course, there should be a paper on general knowledge.

CHAPTER VI.

PROFESSIONAL COLLEGES.

79. Under this head are now included the Patna Law College, the Patna and Cuttack Training Colleges, the Prince of Wales Medical College at Patna, and the Bihar College of Engineering. Five years ago the B. L. classes at the Ravenshaw College were treated as a separate law college, but they are really an integral part of the college and are now dealt with as such. The pleaders' classes mentioned in this chapter five years ago are now treated as law schools and the agricultural college at Sabour, which was in existence then, was closed during the year 1923-24. On the other hand, the Cuttack Training College was opened in 1923 and the engineering and medical schools at Patna developed into colleges in 1924 and 1925, respectively.

THE PATNA LAW COLLEGE.

80. At the end of the year 1921-22, the Law College, which had twice had to change its habitation owing to the gradual expansion of the medical school, was held in a rented house in Chauhatta. This house was acquired by Government during the year 1922-23 and has since been considerably improved. The net capital expenditure on the buildings during the five years has been Rs. 1,94,125. Including this sum the expenditure on the college during the five years has been Rs. 3,76,832 against a fee income of Rs. 2,67,616.

81. The roll number in the B. L. classes has risen from 272 in March 1922 to 547 in March 1927: the last figure shows a slight fall from the total of 553 at the end of the previous year. The highest number ever attained was in August 1925 when the roll reached 742; the subsequent fall is due to the reduction in the length of the B. L. course from three years to two, a change mentioned in the previous chapter. The staff of the college now consists of a principal, a vice-principal and eleven part-time lecturers for the B. L. classes in addition to one lecturer for the pleaders' classes who is paid by the fees received from the students.

82. The accommodation for boarders in the college is very limited. There are 44 boarders at present. A scheme for

building a new hostel in the area recently acquired to the east of the engineering college has recently been sanctioned.

TRAINING COLLEGES.

83. During the year 1926 new regulations were sanctioned by which the L. T. examination was abolished and a new course, consisting of one year for a diploma and two years for the B. Ed. degree, was instituted. Only graduates are now admitted to the training colleges and teachers with intermediate qualifications have to go to the secondary training schools where they can qualify themselves for the teachers' certificate.

84. The staff of the Patna Training College consists of five teachers. Of these Babu J. N. Ghosh, the teacher of science, was absent on study leave in England for part of last year. I hope that his experience there will be of much benefit to the science classes, which have recently been opened at several high schools.

85. The number of stipendiary students is limited to 40 and the principal may also admit four non-stipendiary students : if casualties occur among the stipendiary students the non-stipendiary students are given stipends in their place. During the year 1926-27 the majority of the places were taken up by officers who had been officiating for some time as sub-inspectors or as teachers in Government schools. It is not, however, intended that a large proportion of the places in the training colleges should be taken up in future by Government servants ; the majority of the students will henceforth be private candidates.

86. The facilities for practical work have not been good for some time, since students have had to go some distance to the Ram Mohan Roy Seminary and the Anglo-Sanskrit School, and the former has hitherto been rather poorly housed. Matters should improve with the opening of the new collegiate school and the construction of new buildings for the Seminary.

87. The Cuttack Training College was started in the year 1923, and is designed for 20 stipendiary, together with not more than two non-stipendiary, students. Some difficulty is being experienced here also with the practical work. The chief need of this college now is a hostel of its own. A scheme for this has already been approved.

88. I should like to see both the training colleges devoting some time to the problems which will face those of their students

who will become sub-inspectors of schools and have to deal mainly with the primary classes. At present the colleges seem to train men only for work in secondary schools.

THE PRINCE OF WALES MEDICAL COLLEGE.

(Contributed by the Inspector-General of Civil Hospitals.)

89. Until July 1925, when the medical college was opened, there was no arrangement for higher medical education in the province. A certain number of seats was reserved at the Calcutta Medical College for the students of Bihar and Orissa. Scholarships were granted with free tuition to all stipend-holders. This arrangement did not meet the needs of the province and with the increasing demand for medical officers of the assistant surgeon class it was considered necessary to make the province self-supporting in this respect. It was in 1920 when the Hon'ble Maharajadhiraja of Darbhanga made his munificent donation of Rs. 5 lakhs towards the construction of a college that active steps were taken in the matter. The visit of His Royal Highness the Prince of Wales to the province acted as a stimulus. It was decided that the college should be named after him in commemoration of his visit. A fund was started and the appeal for further help received a very generous response from the public. In addition to the Hon'ble Maharajadhiraja's gift a sum of about Rs. 9 lakhs was contributed. With the money now at their disposal Government were able to take up the work of construction. It was decided to shift the Temple Medical School at Patna to Darbhanga, where new buildings were to be constructed for the purpose, and to establish the college at Patna in the buildings of the Temple Medical School with the requisite additions and alterations, to be supplemented by new buildings and equipment according to requirements. Schemes were drawn up by Colonel Austen Smith, I.M.S., the then Inspector-General of Civil Hospitals, for both the new school at Darbhanga and the medical college at Patna. These were subsequently revised by his successor Colonel H. Ainsworth, I.M.S. The present medical college has therefore developed out of the buildings of the Temple Medical School after considerable remodelling and construction of new buildings.

90. Lieutenant-Colonel H. R. Dutton, M.R.C.P., I.M.S., has been appointed as the first principal. In addition he holds the professorship of medicine. He is assisted by a professorial staff of seven officers, two of whom belong to the Indian Medical Service. The Civil Surgeon of Patna has been appointed

professor of obstetric medicine and gynaecology in addition to his ordinary duties.

91. The college started its first session in July 1925 with first-year students only. All the other classes were opened in July 1926 with students of this province transferred from the Calcutta Medical College. It was formally opened by His Excellency Sir Henry Wheeler, the late Governor of the province, on the 28th February 1927. At present only 40 new admissions are made in the first-year class. The total number of students admitted and passed out as M. B., B. S., is given below :—

(1) Number of students newly admitted during 1925-26	30
(2) Ditto ditto during 1926-27	40
(3) Number of students transferred from the Calcutta Medical College in 1926-27.	76
	—
Total	146
	—
(4) Number of students passed out as M. B., B. S. in 1925-26.	Nil.
(5) Number of students passed out as M. B., B. S., in 1926-27.	5

92. The college at present teaches up to the final M. B., B. S., standard and is affiliated to the Patna University. The minimum qualification for admission is the intermediate examination in science. Recognition of its degrees by the General Medical Council has been applied for. Sir Norman Walker, representative of the General Medical Council, visited the college in January last. He has expressed a satisfactory opinion on the working of this new institution.

93. Since the close of the quinquennial period under review sanction has been accorded by Government to the establishment of a Pasteur Institute and a provincial pathological and bacteriological laboratory in connection with the college and the attached hospital.

THE BIHAR COLLEGE OF ENGINEERING.

(Contributed by the Director of Industries.)

94. This is the third year of the life of this institution as an Engineering College and the second year in which it has

presented students for a university examination. Twenty-two students were sent up as against 20 last year, five out of whom passed in the first division, six in the second division and two in the third division.

95. Applications for admission to the civil engineering class were not so numerous as in 1925, being 93 as against 167 of the last year for the 30 vacancies. The drop in the number was due to the fact that an earnest fee was required with the applications for admission and this led to the receipt of only genuine applications.

96. The work of organisation and development went on. The commencement of the session saw the college in an unfortunate position so far as the strength of the staff was concerned. The candidate selected for the post of professor of mechanical engineering having declined to accept the post, it was offered to Mr. Ghosh, who joined the institution only in July 1926. The assistant professor of mathematics retired in April 1926, and only temporary arrangements were made for the teaching of this subject till the appointment of a suitable substitute. The Principal, Mr. Walford, was away on leave and Babu Debi Prashad, a lecturer, died in October, 1926. All these circumstances put extra burdens on the staff.

97. On account of decrease of pay to start with, since the reorganisation of the Subordinate Engineering Service in the Public Works Department, this service has become less attractive and as a result only two out of six selected students sat for the competitive examination held at Purulia by the combined Public Works Departments of Bengal and Bihar and Orissa. Their positions were 7th and 8th in the list of successful candidates. However, the applications for admission to the subordinate class were about as numerous as usual, 107 applications being received for 45 vacancies. The applications for admission to the mechanical apprentice class numbered 66, but most of the candidates were not educationally qualified and it was with some difficulty that the 25 vacancies were filled. The artisan class continued to show good progress and the number of lads under training was 80. The number passed out was 5, all of whom secured good employment.

CHAPTER VII.

SECONDARY EDUCATION.

98. Including middle vernacular schools the total number of secondary schools of all classes for boys and girls, both Indian

and European, rose during the five years from 567 to 730 and that of their pupils from 59,003 to 101,793. The direct expenditure rose from Rs. 23,39,590 to Rs. 32,29,583. The expenditure from public funds, fees and other sources was in the proportion of 14, $14\frac{1}{4}$ and 4 against 10, 9 and $4\frac{1}{2}$ five years ago.

99. Taking only secondary schools for Indian boys, with which this chapter is primarily concerned, the following table gives the necessary statistics :—

	1921-22.	1925-26.	1926-27.
1	2	3	4
<i>High Schools.</i>			
Number of schools	119	130	135
Number of pupils	24,645	35,108	38,197
	Rs.	Rs.	Rs.
Direct expenditure	13,18,202	16,24,235	17,74,891
Average cost per school	11,077·3	12,494·1	13,147·3
<i>Middle English Schools.</i>			
Number of schools	257	281	318
Number of pupils	19,270	27,788	33,657
	Rs.	Rs.	Rs.
Direct expenditure	5,53,275	6,58,741	7,46,494
Average cost per school	2,152·8	2,344·3	2,347·5
<i>Middle Vernacular Schools.</i>			
Number of schools	159	233	242
Number of pupils	11,323	23,539	25,105 ;
	Rs.	Rs.	Rs.
Direct expenditure	2,25,897	3,53,182	3,95,433 ;
Average cost per school	1,420·7	1,515·8	1,634

100. Seventeen new high schools have been recognized during the five years and one, that at Raj Kanika, has been closed by its proprietor. Of the new schools, 8 are at the headquarters

of districts or subdivisions and 9 are village schools: four were formerly national schools and one other had been recognized as a high school once before. The increase in the average strength of a school from 207 to 283 is gratifying and coupled with more liberal grants from Government has placed the privately managed schools in a stronger financial position. The sum sanctioned for recurring grants to high schools, excluding hostel grants, was Rs. 1,15,534 for 64 schools in 1921-22 and in 1926-27 Rs. 2,50,915 for 81 schools.

101. The statement given in paragraph 32 above shows the average pay of a teacher in a privately managed secondary school in 1921-22 and 1926-27. The fall from an average of Rs. 39.4 to an average of Rs. 37.9, is due, as explained in paragraph 32, to the fact that a larger proportion of the teachers are teachers of middle schools who are paid at lower rates than the teachers of high schools. However, even allowing for this and for the benefit which the teachers have obtained by the institution of the provident fund mentioned in paragraph 33, there is, I think, no doubt that an improvement in the pay of these teachers is much to be desired. The Board of Secondary Education on 7th August 1925 passed a resolution recommending :—

- (1) that the standard allowance for the pay of the teachers in an aided school with ten teachers should be raised from Rs 525 (see paragraph 104 below) to Rs. 775 ;
- (2) that the grant should be fixed at the difference between the standard cost and the fee income, the school committee being left free to use as they like any income from subscriptions or endowments ;
- (3) that the maximum grant should be half of the standard expenditure.

The second and third of these resolutions have been accepted, the annual cost being about Rs. 30,500. The first, which involves a further expenditure of about Rs. 1 $\frac{3}{4}$ lakhs a year, is still under the consideration of Government. A disquieting feature of the situation is that the more that Government do the less is done by public generosity: the increase in the Government grants mentioned above has been accompanied by a fall in the income from subscriptions and endowments from Rs. 2,33,569 in 1921-22 to Rs. 1,71,819 in 1926-27.

102. The quinquennium has seen four important changes in connection with high schools. In the first place a Board of

Secondary Education was constituted during the year 1922-23. The constitution was revised in 1925-26 and the Board now consists of the following members :—

The Director of Public Instruction, Chairman, *ex-officio*.

Three members elected by the Senate of Patna University.

Five members elected by the non-official members of the Legislative Council, one from each division.

The Principals of the Diamond Jubilee College and Nalanda College, and the headmaster of the Ranchi Zila School, *ex-officio*.

A representative of female education.

Four representatives of any community which in the opinion of Government is not adequately represented ; to be nominated by Government.

An inspector of schools, to be nominated by Government.

Four headmasters of schools, to be nominated by Government.

The Registrar of Examinations is Secretary of the Board but not a member.

The Board has taken over the Director's powers in the matter of recognizing, subject to the concurrence of the Syndicate, the fitness of schools to present candidates at the matriculation examination and it submits to Government a budget of the sum required for grants to the institutions under its control and distributes in due course the sum received. It has the right to initiate and be consulted upon general questions of policy connected with the institutions under its control and to inspect those institutions either by small boards appointed by itself or through the agency of the Government staff. The board met three times during the year 1926-27 and cost Government a sum of Rs. 5,023, including its share of the cost of the office of the Registrar of Examinations.

103. In the next place the conduct of the school leaving certificate examination for high schools as an examination separate to the matriculation examination proved an expensive luxury. In the year 1924-25, for instance, it cost Government Rs. 10,767 and the number of candidates examined was only 393. Most of these candidates appeared at the matriculation examination also and the two examinations were of much the same standard. It was therefore decided to transfer the control of the

examination to the examination delegacy for secondary schools, which the university had already constituted to control the matriculation examination. The university naturally decided, in the interest of economy, to hold the two examinations simultaneously, using common papers as far as possible, and the number of candidates fell in consequence to 71 in 1925-26. In 1926-27 it rose to 98 but the purpose of the examination is to a large extent served by the provision adopted this year that a candidate may offer at the matriculation examination, in addition to his matriculation subjects, any of the school leaving certificate subjects not included in the matriculation course. This year the number of candidates availing themselves of this option was only 7, a poor total considering that the number of high schools providing instruction in such subjects is as follows :—

Manual training	...	...	...	11
Office work	...	...	...	6
Drawing	...	...	...	14
Domestic science	...	...	...	1
Needle work	...	...	...	1

The matter is mentioned further in chapter XX.

104. Thirdly, the rules for grants-in-aid to high schools were modified in 1923-24 and again in 1925-26. On the first occasion the grants were raised by the sum necessary to cover the cost of annual repairs, of the newly created provident fund and of a clerk. On the second occasion it was decided that the standard cost of a school, with reference to which the grant is assessed, should in future include a lump sum for the teachers' pay instead of separate sums for each individual post : as a result the standard cost of a school is now made up of the following items :—

(a) A lump sum for the cost of the teaching staff calculated as follows :—

		Rs.	a.	p.	
For a school with less than 10 teachers		52	8	0	a month per teacher
Do.	with 10 teachers	525	0	0	a month.
Do.	" 11 "	565	0	0	"
Do.	" 12 "	590	0	0	"
Do.	" 13 "	630	0	0	"
Do.	" 14 "	655	0	0	"
and so on.					

	Rs.	a.	p.	
(b) For a clerk	30	0	0	a month.
(c) For repairs to the buildings (In the case of a rented building, the amount of the rent may be substituted ; no allowance is given if the school committee is not responsible for the cost of repairs.)	50	0	0	„
(d) For the provident fund, $\frac{1}{3}$ of the expenditure on salaries ; where the school committee is not responsible for the cost of the provident fund, no allowance is given				
(e) For contingencies, including the library and prizes	45	0	0	„

In addition provision is included for the full sum payable in taxes.

The school committee now fixes the pay of each particular post subject to the following minima :—

	Rs.
Headmaster	100
Graduate	50
Teacher who has passed the intermediate examination and been trained at a secondary school	45
Other English teachers	40
Classical teachers	30
Vernacular teachers	25

A further change in the rules is that already mentioned, which leaves school committees free to use at their discretion any income which they may secure from subscriptions and endowments. The monthly allowance for contingent expenditure was raised from Rs. 20 to Rs. 45 in 1926-27 and a proposal to raise it further is under consideration.

105. The fourth change is in connection with the medium of instruction in the four highest classes. The education

committee of 1923 recommended that the vernacular should be the medium of instruction in these classes. This led to a modification in the University regulations to the effect that at the matriculation examination, in subjects other than English and mathematics, the medium of examination after the year 1928 may be the vernacular offered by the candidate for composition, unless that vernacular is Parbatia, provided that for any candidate, who takes a composition paper in English instead of a vernacular, the medium of examination shall be English. This change in the regulations having been sanctioned, Government decided that with effect from 1st January 1925 in 11 Government high schools, where the four highest classes are duplicated, the experiment should be tried of teaching one of the sections through the medium of English as at present, and the other through the medium of the vernacular spoken by the largest number of the pupils. Privately managed schools are at the same time being encouraged to introduce the vernacular as the medium of instruction in the four upper classes, if this can be done without prejudice to the interest of minorities, and if they can find the necessary funds themselves. Experiments are also being made to see how far it is possible for one teacher to give instruction to a class through the medium of two vernaculars at the same time, e. g., Hindi and Urdu or Bengali and Oriya. It is too early as yet to judge of the success of the experiment, for the first examination under the new regulations will not be held until the year 1929.

106. In the year 1925 the managing committees of the Government high schools, which had until then consisted of official members only, were enlarged by the addition of three non-official members, one of whom must be a Muhammadan. At the same time substantial additions were made to the powers of these committees.

107. Considerable improvements have been effected during the five years in the buildings of many Government and aided schools and numerous applications for building grants continue to be received. Figures showing the non-recurring expenditure on secondary schools year by year are given in Appendix IV.

108. The opening of the Cuttack Training College has improved the position as regards trained teachers of English, but of the 668 graduate teachers employed in high schools only 178 are trained, and of these 112 are serving in Government schools. The resultant superiority of the Government schools in at least one respect is shown by their greater success in obtaining

passes in the first division : the following figures which were worked out in 1925-26 are of interest :—

Class of school.	No of pupils on 31st March 1926.	Cost in 1925-26	No. of pupils who matriculated in 1925-26.	Cost per matriculate.	No of pupils who matriculated in the first division in 1925-26.	Cost per first division matriculate.
1	2	3	4	5	6	7
		Rs.		Rs.		Rs.
Government high schools ..	8,730	6 73,201	431	1,563	36	10,234
Aided ditto ..	19,932	8,20,764	694	1,138	20	28,302
Unaided ditto ...	7,210	2,18,127	234	932	5	43,625

109. A table showing the equivalence of classes in the different types of secondary and primary schools in Bihar and Orissa was given by the Government of India in their last quinquennial report. There has been no change in this respect during the five years except that rendered necessary by the combination of classes I and II, which is mentioned in the next chapter. The highest class of a high school is now XI instead of XII and of a middle school (English or vernacular) VII instead of VIII, while the highest primary class is V instead of VI. A pupil from a middle or primary school who has not studied English before he joins a high or middle English school is ordinarily placed in class IV, but in six Government high schools there is a special class (below class VIII) in which special instruction in English is given to such boys. Those who have studied English pass into class VIII, VII, VI or V according to their knowledge of English, provided that a pupil coming from another school must not be placed in a class higher than that in which he was studying in his old school, unless his transfer certificate shows him to have qualified for promotion to the next higher class, in which case he may be placed in that class.

110. Middle English schools continue popular, but many of them are far from efficient. When the rules for grants-in-aid to high schools were revised in 1923-24 those for these schools were revised also and the standard scale of establishment now

includes provision for annual repairs and for a provident fund. The scale has, however, not yet been revised so as to raise the teachers' pay and the average grant to an aided middle English school from public funds is only Rs. 86 a month. Much more money is needed for these schools. Meanwhile there has been an important change in their administration, for during the year 1924-25 Government decided to permit local bodies to take over the control of all the middle English schools within their jurisdiction, subject to the following conditions :—

- (1) The criterion by which it will be decided whether there is a sufficient local demand for the addition of English classes to middle vernacular schools will be whether half the difference between the cost of the standard scale for middle English and middle vernacular schools will be forthcoming from local sources, either from the extra fees paid by boys who read in the English classes or from reliable subscriptions or endowments ;
- (2) All Government grants given to local bodies for educational purposes will be given specifically for primary education or for English education, and local bodies will not be permitted to divert them from one head to another ;
- (3) In calculating any further grants to be given to local bodies for primary education their expenditure on English teaching in middle schools will be excluded ;
- (4) Local bodies will be required to charge in middle English schools rates of fees not less than those from time to time prescribed by Government ;
- (5) No local body shall spend on English teaching in middle English schools, viz. the extra cost of maintaining English classes over and above the standard middle vernacular scale, more than 4 per cent. of the total grant which it makes from its own funds for educational purposes ;
- (6) Government will make to any local body, which agrees to the above conditions and takes over the existing middle English schools, an additional grant equal to the sum which it now spends on those schools. This will include the average sum spent on buildings, repairs, etc. ;
- (7) The choice once made will be irrevocable.

Of the 20 district boards or similar bodies 13 have now taken over control and 3 of the 57 municipalities. The change was desirable as a measure of decentralisation, but how far the local bodies, especially the municipalities, can afford to finance expenditure other than that covered by the grants made over (e.g., expenditure on buildings or on new schools) is open to doubt, and if they find it necessary to ask Government for grants whenever expenditure is needed the decentralisation effected will have been more or less imaginary. The position in different districts varies : at least one board that has taken over the control of middle English schools is unwilling to spend anything on them from its own resources : others have criticized the 4 per cent. limitation mentioned above as fettering them unduly. This is one of the points on which Government have intimated their willingness to consider such modifications of the programmes for individual districts as will not involve extra expense (see paragraph 122 below).

111. In order to improve the efficiency of middle English schools, and also incidentally of high schools, it has been decided to extend to middle English schools, with effect from the year 1927-28, the scheme for a public middle examination for a school certificate. Henceforth a pupil from a middle English school in Bihar and Orissa will have to produce this certificate before he can be admitted to class VIII of a high school.

112. The increase in the number of middle vernacular schools must not be taken to imply any great measure of popularity for such schools. Until recently these were the only middle schools on which local bodies could spend money : now that many local bodies have control over middle English schools also it will be seen that the number of the latter is expanding the more rapidly ; last year, for instance, the number of English schools rose by 37 and that of vernacular schools only by 9. Some local bodies have gone in for a wholesale conversion of vernacular into English schools. This may be in the interests of the cleverer pupils, as well as in that of the children of better class parents, but whether it is in the interests of the country generally is open to doubt. Middle vernacular schools are often very efficient and it is from them that we obtain the best teachers for primary schools.

113. The School Examination Board, which supplies papers for the school leaving certificate examination for middle schools and for the upper primary scholarship examination and conducts the examinations of training schools, met three times during the

year. It rendered assistance in several technical points connected with the examinations. The sum spent was Rs. 9,403, including its share of the cost of the office of the Registrar of Examinations, and the sum realised in fees was Rs. 1,778.

CHAPTER VIII.

PRIMARY EDUCATION.

114. The number of primary schools of all classes for boys and girls, both Indian and European, has risen during the five years from 24,596 to 30,247 : that of their pupils from 688,188 to 941,675 and the direct expenditure from Rs. 36,15,436 to Rs. 55,86,000. The number of primary schools of all classes for boys has risen during the five years from 22,448 to 27,457 : that of their pupils from 629,666 to 875,666 and the direct expenditure from Rs. 32,42,545 to Rs. 51,06,941. Taking only primary schools for Indian boys, with which this chapter is specially concerned, there has been an increase from 22,443 to 27,448 in the number of schools, from 629,590 to 875,311 in the number of pupils and from Rs. 32,35,306 to Rs. 50,61,320 in the direct expenditure. These figures include recognized *maktabs* and Sanskrit *pathshalas*. Details for the different districts are given in the following table :—

Name of district.	Area in square miles as shown in the Civil List.	No. of managed, aided and stipendiary primary schools for Indian boys.			No. of unaided primary schools for Indian boys.			No. of pupils in primary schools for Indian boys in		
		1921-22	1926-26.	1926-27.	1921-22.	1925-26.	1926-27.	1921-22.	1925-26	1926-27.
1	2	3	4	5	6	7	8	9	10	11
Patna	2,062	1,071	1,349	1,356	208	301	206	36,740	51,247	47,593
Gaya	4,714	1,422	1,664	1,648	212	285	107	47,780	59,574	57,000
Shahabad	4,377	979	975	963	23	101	108	30,400	39,244	39,795
Baran	3,663	738	1,041	1,107	45	123	130	23,109	46,589	52,303
Ghamparan	3,531	501	864	1,113	69	190	133	18,180	34,751	36,573
Muzaffarpur	3,036	1,136	1,702	1,796	63	114	116	35,845	68,249	61,360
Darbhanga	3,348	1,372	2,133	2,210	124	113	124	40,339	66,797	71,434
Monghyr	3,627	1,090	1,442	1,430	249	127	45	39,200	51,074	51,266
Bhagalpur	4,230	675	1,101	1,165	194	231	141	32,561	46,621	45,556
Purnea	4,996	943	1,063	1,162	259	208	209	31,809	42,061	47,049
Santal Parganas	5,462	960	1,229	1,321	102	105	65	35,047	46,827	46,525

Name of district.	Area in square miles as shown in the Civil List.	No. of managed, aided and stipendiary primary schools for Indian boys.			No. of unaided primary schools for Indian boys.			No. of pupils in primary schools for Indian boys in		
		1921-22.	1925-26.	1926-27.	1921-22.	1925-26.	1926-27.	1921-22.	1925-26.	1926-27.
1	2	3	4	5	6	7	8	9	10	11
Cuttack ..	3,654	1,511	1,615	1,739	1,560	1,347	1,079	60,446	60,844	61,116
Balasore ...	2,085	799	794	828	635	523	462	38,053	38,505	38,102
Puri ...	2,402	729	739	748	501	514	528	29,248	29,639	32,148
Sambalpur ..	3,824	235	374	406	35	21	18	14,005	16,572	20,404
Angul ...	1,681	231	208	218	1	9	7	8,024	6,959	6,930
Hazaribagh ...	7,021	495	638	659	149	127	113	16,602	20,520	20,708
Ranchi ...	7,102	1,070	1,376	1,338	99	364	133	29,168	44,562	42,547
Palamanu ...	4,916	263	435	479	30	70	46	6,918	13,171	13,608
Manbhum, Sadr .	3,344	703	909	938	82	139	85	24,431	36,483	36,464
„ Dhanbad	803	227	314	349	21	53	40	6,744	10,963	11,675
Slughbhum ..	3,879	337	375	373	10	16	10	11,004	14,370	15,076
Total ...	83,165	17,663	22,700	23,466	4,780	4,981	3,932	629,590	660,642	675,911

It will be observed that the quinquennium shows the truly remarkable increase of about a quarter of a million in the number of pupils. For the five years the figures are as follows :—

Year,		Increase in number of pupils.	Increase in direct expenditure from public funds.
1	2	3	Rs. †
1922-23	31,958
1923-24	53,452
1924-25	82,170
1925-26	63,672
1926-27	1,14,469
			46,638
			1,83,491
			5,42,019
			5,03,486
			2,36,003

The figures for 1926-27 are at first sight disappointing. It will be seen that there has been a rise in fourteen districts and a fall in seven. In all of the latter, however, the fall is due to a fall in the number of unaided schools. The number of such schools has dropped during the year by 999 and that of their pupils by 22,240: for managed, aided or stipendiary schools the increase in the roll number is 36,709. The check seems therefore to be due to a realisation of the fact that the boards have now programmes showing in what places schools are required and that venture schools which spring up where they are not necessary have now little hope of obtaining aid from public funds. If this is a correct diagnosis of the situation the outlook is hopeful: much money has been wasted in the past on unnecessary schools.

115. The only district in which there is a fall in the roll number during the five years is Angul. On this point Mr. Dippie writes:—

This substantial decrease in the number of boys under instruction needs explanation. The main cause of it is the speeding up of the work in the infant classes so that where in the past we had accumulations of four and five years in class I to swell the total we have now generally speaking little more than the age group of the year. The process can be seen in the following statement:—

				1921-22.	1925-26	1926-27.
1				2	3	4
Upper primary stage	...	...	...	224	325	345
Lower primary stage	...	...	...	1,098	1,707	1,950
Infant stage	{	...	...	6,702	4,927	4,595
			Total	8,024	6,959	6,930

The decline is accounted for in every case by the process of emptying the infant class, but the resultant increase by nearly 100 per cent. in the lower primary classes is a much more significant phenomenon. This change has been brought about by systematic and natural care of the infants, involving the complete abolition of the old alphabetic method of teaching. A subsidiary but necessary factor has been the insistence on children being admitted to schools at the beginning of the school year only. The old conception of class I as a stagnant pool is gone but the opposite dynamic conception of an age group coming up every year, making systematic progress and passing out of the school in schedule time is not yet firmly established and the difficulty of recruiting an absolutely new class I each year accounts for the decrease.

In addition to the upward move of the centre of gravity it is significant, too, that the increased efficiency of the schools has resulted in an improvement of the average attendance from 51 per cent. to 64 per cent.

Mr Dippie's efforts to secure better instruction for the infant class, and in particular more up-to-date methods of teaching reading, are very interesting and I hope that he will soon see his way to prepare a considered note on the subject.

116. It will perhaps be useful to give at this stage such further statistics as seem likely to prove of interest :—

(1) Classification of primary schools by standards.

Year.					Upper primary standard.	Lower primary standard.
1921-22	...	...	...	...	1,848	20,595
1925-26	...	...	...	...	2,273	25,408
1926-27	...	...	...	...	2,345	25,103

(2) Classification of primary schools by management.

Year.			Managed by Government.	Managed by local bodies.	Aided or stipendiary.	Unaided.
1921-22	...	...	116	744	16,803	4,780
1925-26	...	...	113	2,131	20,456	4,981
1926-27	...	...	114	2,500	20,852	3,982

(3) Classification of primary schools according to different types.

Year.					Primary schools proper.	Maktabs.	Sanskrit pathshalas.
1921-22	...	...	...	...	20,438	1,686	319
1925-26	...	...	...	...	24,385	2,579	717
1926-27	...	...	...	...	24,058	2,629	761

The last table appears to me to be of peculiar significance. During the year 1926-27 the number of primary schools of all classes, aided and unaided, fell by 223 but the number of *maktabs* and Sanskrit *pathshalas* rose substantially. There is thus in progress a movement for substituting for the village school a variety of schools intended for the benefit of particular communities. The *maktab* is a primary school in which instruction is given in Urdu and in the religious principles of Islam. Schools of this class have been in existence for a long time. Sanskrit *pathshalas* came into existence in the year 1915: they teach Sanskrit in addition to the departmental primary course in reading, writing and arithmetic. The justification for schools of the former class is that the Muhammadan community desires its own script and religious instruction: this could perhaps have been arranged by requiring teachers to know both scripts (an end which could have been secured by making a knowledge of both scripts compulsory at the middle stage) and by making it compulsory for any primary school with more than a certain number of Muhammadan pupils to employ at least one Muhammadan teacher. The Sanskrit *pathshala* is justified on the ground that certain sections of the Hindu community consider that religious instruction suitable for Hindu boys cannot properly be given without a smattering of Sanskrit. I find it hard to believe that the very small boys in the primary stage require to know, or really appreciate, even the rudiments of a classical language, nor does it seem likely that a boy can be better instructed in his religion through a classical language which he cannot fully understand than through his own vernacular: accordingly it seems to me that the recognition of schools of this class was unfortunate. Apart from the fact that in many of them the vernacular course is neglected, they meet the needs only of the upper classes of the Hindu community. We are now reaching a stage when each village wants a primary school, a *maktab* and a Sanskrit *pathshala*. In addition, as is mentioned later, it is claimed that even at the lower primary stage separate schools are necessary for girls and in many cases separate schools for children of the depressed classes also. Thus, in the poorest province of India, we are being asked to provide five primary schools for one village. This is altogether outside the range of practical politics. One would like to picture the village school as the centre of the life of the village: the place where the village library would be kept and where lectures and demonstrations could be given by touring officers of the different departments. This ideal will never be reached if the present policy of separatism is pursued. In the last

five years the percentage of increase in the number of primary schools proper is 17.7 while for *maktabs* it is 55.9 and for Sanskrit *pathshalas* 138.5. It is interesting to note that the average annual fee income for primary schools of all classes is Rs. 34 but that for *maktabs* it is only Rs. 25 and for Sanskrit *pathshalas* only Rs. 5.

117. Mention was made in the last quinquennial report of the instructions issued in the year 1916 for the preparation of programmes for the expansion of primary education in each district. Orders on these programmes were issued during the year 1920. In the year 1923-24 the financial position of the province improved to some extent and the grants to local bodies were for the first time placed on a systematic basis. The system was thus described in the report for 1923-24 :—

The district boards were divided into three classes, class I including boards with a cess income of less than Rs. 50 per thousand of the population, class II other boards with a cess income of not more than Rs. 250 per thousand of the population and class III the remainder. Hazaribagh was specially included in class II owing to the very large area of the district and the sum required for the development of communications in its colliery area. The grants to boards in class I were brought up to six pice a head for the first million and three pice for the rest of the population, to those in class II to four pice for the first million and two pice for the rest and to those in class III to two pice a head. In the three cases where the old grants were larger than the figures calculated on the new principle, the old grants were allowed to continue. The conditions of the grant were as follows :—

- (1) Boys whose fathers are not assessed to the *chankulani* tax on account of poverty, and 20 per cent of the remaining pupils, are to be excused fees, instead of 10 per cent. as before, but, except in the case of aboriginals who have never paid fees, members of the untouchable castes and children whose parents are registered under the Criminal Tribes Act, no further remission of fees is to be allowed.
- (2) Part of the grant will necessarily be required to compensate *gurus* for the loss of fees due to condition (1). The rest is to be spent in accordance with the programmes prepared during the cold weather of 1919-20, subject to the modification that instead of a limit being imposed to the number of schools which each board might directly manage (one upper primary and one lower primary school in each police-station), boards may convert any stipendiary school into a managed school, as soon as it possesses a reasonably permanent building, and without necessarily raising the pay of the teachers.
- (3) Boards are to spend from their own resources a sum equal at least to the average sum spent in the years 1919-20 to 1921-22 or to a fixed percentage of their cess demand (10 per cent. for class I, 12½ per cent. for class II and 15 per cent. for class III), whichever is greater.

Condition (1) was subsequently modified to the extent of permitting the district board of Saran to make further concessions in fees at its own expense, and condition (3) by reducing the sum to be required to 15 per cent. of the cess demand in the case of Shahabad, 5 per cent. of the cess income in Singhbhum (for two years only) and in the Santal Parganas, and 15 per cent. of the cess income in Manbhum till the year 1927-28 inclusive. For municipalities the maximum grants were raised to meet half of the cost of educating 80 per cent. of the boys of primary school age, the cost per head being calculated as Rs. $4\frac{4}{8}$. In this case, too, condition (1) above was imposed generally, but subsequently modified in the case of the municipalities in Saran while, as a condition to any increase in their old grants, the municipalities were to be required to contribute from their own resources a sum equal to the total to be given by Government.

The grants to district boards were raised substantially in each of the three following years, as may be seen from the table given on page 17 above, and now represent two annas per head of the population for boards in class I, $1\frac{1}{2}$ annas per head for boards in class II, and $1\frac{1}{4}$ annas per head for boards in class III. The rules for municipalities were made still more liberal in the year 1925 and are now calculated on two separate scales, one for those which have introduced compulsory education and one for those that have not. In the former case there is no limit to the amount of the non-recurring grant admissible, but the municipality is required to contribute half as much as is paid by Government subject to a limit of 10 per cent. of its ordinary income; the recurring grant admissible is limited to two-thirds of the cost of educating 10 per cent. of the male population of the municipality as recorded at the previous census at Rs. 8 a head and the municipality is required to find from its own funds half as much as is paid by Government. In the latter case the non-recurring grant admissible is 20 per cent. of the ordinary income of the municipality and the municipality is required to find from its own funds half as much as is paid by Government; the recurring grant admissible is limited to the sum given in 1922-23, or half the cost of educating 5 per cent. of the male population of the municipality as recorded at the previous census at Rs. 8 a head, whichever is greater, and, as a condition to any increase in the grant sanctioned for 1922-23, the municipality is required to find from its own funds as much as is paid by Government and to spend on primary education not less than 5 per cent. of its ordinary income.

118. The effect of the more liberal grants was to render a revision of the programmes necessary. Instructions on the subject were issued during the year 1924 and in the following year the programmes were received and were examined by Government. A representative conference was then convened in August 1925

to consider them and various other questions connected with primary education such as the relation of local bodies to the inspecting staff, the strength of the inspecting staff required, the number of clerks required for the educational work of district boards, the channel of correspondence between local bodies and Government, the delegation of power to local boards, the type of buildings required for primary schools, the new rules under the Local Self-Government Act, the limit fixed by Government for expenditure on English classes and the orders restricting expenditure on spinning. A full and frank discussion took place lasting for four days, and after it Government were able to issue orders on all the programmes. These programmes were designed to furnish estimates of the cost of providing elementary education for 80 per cent. of the boys of such ages as would normally attend the infant and lower primary classes, as well as of providing facilities to enable a certain proportion of them to proceed to the upper primary and middle vernacular stages. The estimates were to be prepared on the following lines :—

- (1) Lower primary schools were to be provided for 8 per cent. of the male population of each district. With the help of thana maps and local inquiries, they were to be carefully located to suit the needs of every part of the district, so that lower primary schools might be available everywhere within what, in the circumstances of each district, is a reasonable distance for a child of tender age to walk daily.
- (2) Upper primary and middle vernacular schools were to be similarly located, roughly one to each 25 and 125 square miles, respectively, where the density of the population was 500 persons to the square mile ; where the density of the population was greater or less than this the number of schools was to be raised or lowered, as the case might be, in strict proportion.
- (3) There were to be two trained teachers in every upper primary school and one trained teacher in every lower primary school. Every upper primary school was to have three, and every lower primary school two, teachers. The appointment of one trained teacher and the addition of a second teacher for each lower primary school were to be considered the most urgent measures.

- (4) Maximum and minimum rates of pay were to be fixed for all classes of teachers, trained and untrained, and in addition in board schools a sum of Rs. 3 a month for an upper primary and Rs. 2 a month for a lower primary school was to be provided for contingent expenses.
- (5) The total cost was to be estimated on the assumption that education would eventually be made free in all primary schools up to the upper primary stage, while the immediate cost of making education free in the existing primary schools was to be stated. The cost of new buildings and repairs to them was to be excluded as a separate reference had been made on this point.
- (6) The rate at which these changes could be safely carried into effect on the supposition that sufficient funds became available was to be carefully worked out.

119. Separate orders were passed on each individual programme but the general purport is shown in the following extract from last year's report :—

- (1) Each district board, bearing in mind the general principles formulated by Government, should maintain up-to-date maps showing the position of existing schools and of those which are required, together with a list of the places at which schools of each grade are to be opened. The names of the places at which the necessary schools do not already exist should be arranged in the order in which the board considers that the schools should be opened, so that as soon as money becomes available there may be no doubt about the schools on which it is to be spent. The list should be revised, if necessary, at intervals and in any case after every period of three years, and a copy of the list and of any revised list should be sent to Government through the Director of Public Instruction. Schools not on the list may not be financed, and schools on the list may not be financed to a higher standard than that shown on the list.
- (2) Government have decided to adhere for the present to the standards laid down above to regulate the number of middle vernacular and upper primary schools, and they wish inspectors and district inspectors (who now have the power of recognizing middle schools) to bear this in mind in considering applications for the recognition of such schools. They will be prepared, however, to examine further the case of any district board which has actually reached the prescribed standard and has also established a satisfactory number of lower primary schools.

- (3) Government have decided to allow a ratio of one teacher to 20 boys for districts with the sparsest population and a ratio of one teacher to 25 boys where the population is densest, with ratios varying from 1 : 21 to 1 : 24 for the others. These proportions are averages : if, therefore, in any district the density of the population is greater in some places than in others, the district board will be able to arrange for a smaller number of pupils to each teacher in some parts and a larger number in others. Government have assured themselves by examination of actual cases that these proportions are sufficient throughout the province and that, if schools are sited judiciously, neither will the boys have to walk more than a mile to a lower primary school in sparsely peopled districts nor will the teachers have to manage more pupils or classes than the number prescribed.
- (4) Government have accepted, as a cardinal feature of their policy the provision of two teachers in every lower primary school and they wish district boards to realise that fact, and to bring their practice gradually into line with the policy of Government in this matter. Government will not insist on the immediate conversion of all one-teacher lower primary schools into two-teacher schools, but they desire that the cases of these schools should be examined and that an attempt should be made to provide second teachers now in all the cases where they are most urgently required, i.e., in those schools with the highest roll number in classes II and III. The less urgent cases can be dealt with subsequently as teachers are available. In the new schools to be opened, one teacher will suffice in most cases in the first year of their existence, but a second teacher will be required later. The maximum number of lower primary schools to be opened in each district will be fixed on the assumption that each such school will eventually have at least two teachers.
- (5) A *maktab* should be opened in any place where ten Muhammadan boys, desiring to read in it, are forthcoming. Again if in any primary school six pupils desirous of learning Urdu are likely to be attracted to the school, an Urdu teacher should be appointed temporarily, to be confirmed after three months, if six pupils actually attend. Similarly in any *maktab* a Hindi teacher should be appointed, if six pupils desirous of learning Hindi are likely to be attracted to the school. If possible the second teacher should be capable of teaching in both scripts, so that an extra teacher may be avoided.
- (6) It is desirable that a sufficient number of middle schools, either Hindi schools giving instruction also in Urdu, or schools giving instruction in Urdu only, should be maintained by each district board in order to provide the number of Muhammadan teachers required.
- (7) The Education Code gives a list of certain castes, the members of which should be treated as belonging to the depressed classes, and at the conference of chairmen it was suggested

that this list should be amplified. Since conditions vary so much, Government do not propose to lay down what further castes, if any, should be given special treatment in each district, but they desire each district board to study the problem carefully and to report at intervals of three years what progress has been made. Special schools should be opened where sufficiently large communities of the different castes exist. It has been suggested that capitation grants to *gurus* in the ordinary schools for teaching pupils of the depressed classes and bonuses to the parents should be given, and this plan has been adopted already by one or two boards. Government desire, however, that boards, before adopting these measures, should assure themselves that in their districts the percentage of the boys of the depressed classes at school to the boys of school-going age of these classes is distinctly lower than the percentage for children of all classes in the district.

- 8) The only Sanskrit institutions eligible for aid from district boards are *pathshalas*, which teach, in addition to Sanskrit, the departmental curriculum in reading, writing and arithmetic for two hours a day. Government do not at present wish to make any alteration in this rule, but they are informed that it is not being strictly enforced and that schools which are *'ols* rather than *pathshalas*, i.e., schools in which the *pandits* do not, and in some cases cannot, teach the vernacular curriculum, are being aided from district funds. In order, therefore, that money intended for the expansion of primary education may not be used for other purposes, they desire that the rule should in future be strictly enforced. Sub-inspectors must continue to inspect Sanskrit *pathshalas* and should bring to the notice of the district inspector, who will report to the board, any breaches of the rule; aid should not be granted to new Sanskrit *pathshalas* nor should such *pathshalas* be established by district boards, unless the *pandit*, or where there are two teachers one at least of them, is certified by the district inspector to be qualified to teach the departmental curriculum in the three subjects mentioned. If the *pathshala* teaches beyond the infant stage it is desirable that there should be two teachers, as in a lower primary school, and one of these at least should be qualified to teach the ordinary subjects.
- (9) Sub-inspectors should endeavour to inspect each unaided school once a year, because they must know whether its transfer certificates are of any value and because, if the school is in a village which has no aided, stipendiary or managed school or which has a school which may collapse or become unfit for aid, they must be in a position to say whether the unaided school deserves financial support, should funds become available.
- (10) Government wish to repeat that they desire that the stipendiary system should be superseded as soon as possible by a system of direct management supplemented by a system of grants-in-aid in those areas where suitable committees can be formed.

In this connection attention is again invited to the advantages of the system of block grants to central co-operative banks and unions, which are able to provide the supervision so much needed and to arrange for the erection of primary school buildings.

- (11) The following rates of pay have been prescribed by Government for schools under the control of local bodies, subject to the conditions stated below :-

	Minimum.	Triennial increment.	Maximum.
(a) Teachers who have passed the teachers' certificate examination	Rs. 20	Rs. 2	Rs. 50*
(b) Teachers who have passed the final vernacular mastership examination	20	2	40*
(c) Teachers who have passed the middle standard and have been trained	12	1	17
(d) Teachers who have passed a lower standard and have been trained	10	1	15
(e) Untrained teachers who have passed the middle standard	8	1	13
(f) Untrained teachers who have passed a lower standard	5	1	10

(i) These rates hold good throughout the province except that in the districts of Hazaribagh and Singhbhum and in the Dhanbad subdivision of Manbhum the scale for classes (c) and (d) above is Rs. 15-1-20 and Rs. 13-1-15 and for classes (e) and (f) Rs. 10-1-15 and Rs. 7-1-12, respectively.

(ii) The grant of increments is not promised definitely but depends on funds being available.

(iii) An extra Rs. 3 is added in cases in which no fees are charged, e.g., in the case of teachers in schools for aboriginal pupils or for the depressed classes.

(iv) Such capitation grants as it may be decided to give in schools in which there are girls or pupils of the depressed classes are added.

(v) For the purpose of calculating subscriptions to provident funds the standard pay only is taken into account.

(vi) If the district inspector is satisfied that a *maulavi* or Sanskrit teacher can teach the whole of the course prescribed for the class of school in which he is employed, he may be paid at the same rate as a trained *guru*, but not otherwise.

(vii) A monthly allowance of one rupee may be given to the head teacher of each upper primary school.

(12) If money is available, progress should not be arrested simply by the lack of trained teachers, but Government consider that if untrained men are appointed they should, if possible, be men with the middle qualification who can be trained later when accommodation in the training schools is available. The

* If employed in middle schools.

programmes should aim at two trained teachers in each upper primary school and one in each lower primary school, but a second trained teacher should not be added to upper primary schools until one trained teacher has been provided in each lower primary school and a second teacher (untrained) in each such school.

(13) Government cannot agree at present to any further extension of free education, except in cases where boards are prepared to meet the cost from their own resources.

(14) Government are of opinion that the time is not yet ripe for any comprehensive scheme of compulsion in rural areas. As, however, some of the boards are anxious to try experiments in limited areas, and such experiments will be valuable for future guidance, Government are prepared to consider sympathetically any proposals for the extension of the Primary Education Act to the limited areas, to which it can be applied outside municipalities.

The completion of the programmes involves an addition of Rs. 74 lakhs a year to the direct expenditure on middle and primary schools, if education is not made free, and of Rs. 93 lakhs if it is made free in the primary classes.

120. The orders issued on the programmes have been the subject of much criticism. Some critics would apparently go so far as to say that Government should simply give the local bodies as much as they can afford to give and leave the latter free to spend it as they think best : these critics seem altogether to underrate the national importance of education and the responsibility which Government has for its proper management as well as for the proper expenditure of the money raised by provincial taxation. Of more detailed criticisms a common one relates to the restriction imposed on the number of middle and upper primary schools. It is contended with some force that more middle schools are required, if only for the supply of teachers, and that the three year course provided by lower primary schools is not sufficient to secure permanent literacy. On this point it has recently been decided that the orders already issued should not be taken to prevent the recognition of existing or new middle and upper primary schools (a) which are financed by endowments and therefore require no assistance from public funds, or (b) in respect of which the people of the locality give a clear undertaking that the school will not seek any aid from public funds. Government have also no objection to district boards spending on middle schools a net sum equal to the full amount provided for such schools in the approved programmes, irrespective of the number of schools, provided that the pay given to the teachers is not reduced below the figures which Government have approved. In other words, as the fee

income in existing schools rises and the net cost of maintaining or aiding those schools falls, the sum thus set free may be spent on opening additional schools. In some districts the boards have not taken over the control of middle English schools. In these cases the net expenditure of the district board on middle vernacular schools must not exceed the difference between the sum provided for middle schools in the approved programme and the sum which Government are spending on the middle English schools in the area concerned.

121. Another line of criticism is that the orders regarding the provision of lower primary schools are open to objection on the ground that their adoption as the basis of individual programmes would result in some districts in the immediate withdrawal of financial assistance from a number of small one-teacher schools already in receipt of stipends, and would prohibit the further opening of lower primary schools even in areas where there is a real demand for them. It is urged that it is frequently impossible to reduce the number of existing one-teacher schools without causing serious inconvenience and hardship, since owing to the lack of suitable accommodation such schools cannot in many places be combined into two-teacher schools. On this point Government have explained that it is not their intention that financial assistance should be withdrawn from any lower primary school which is shown by the number of its pupils to be doing useful work, unless and until that school is rendered superfluous by the provision in the vicinity of a two-teacher school according to the programme. The programmes represent the ideal which the boards should keep before them in regulating their expenditure on primary education: their attainment must be gradual and it is not intended that there should be any immediate reduction in a number of aided or stipendiary schools, unless such schools are actually superfluous to the requirements of the locality. Further, in view of the difficulty of finding suitable accommodation at present for the requisite number of two-teacher schools, Government have stated that they have no objection to the temporary continuance of two one-teacher schools in any area for which the programmes provide only one two-teacher school, until such time as accommodation is available for a single two-teacher school. There is also no objection to new one-teacher schools being opened or aided by the boards where necessary, provided that the number of pupils in the area is sufficient to justify this step and accommodation for a single two-teacher school is not available in the vicinity. Government, however, do not consider these small one-teacher schools, which are mostly held in private *baithaks*, to be in any

way satisfactory as a permanent measure and wish every effort to be made by the boards to replace them by two-teacher schools with suitable buildings according to their programmes as funds become available.

122. Lastly there are critics who contend with justice that the physical and social conditions of different parts of the province vary so widely that in the application of the programmes a large measure of elasticity is required. This criticism is valid and Government have recently intimated their willingness to consider variations in the programme for any district which will not affect the total cost involved. It is useless at present to talk of additions to the cost for though there is no doubt that in many directions the programmes do not go as far as is desirable, even Rs. 74 lakhs a year is a very large sum. It is true that during the quinquennium the recurring grants to local bodies for primary education were raised by Rs. 21½ lakhs but there can be no guarantee that further grants will be possible unless fresh taxation is imposed; indeed this year the department has experienced a rude shock in finding no further money whatever available for primary education, whether for recurring or non-recurring charges.

123. In spite of all the criticisms made, the framing of the programmes has done some good. I have already mentioned its apparent effect on venture schools, which seems to show that the boards are beginning to work on a regular system instead of scattering stipends haphazard as applications for them are received. The pay of teachers has been raised as may be seen from the following table :—

Nature of employment.	No. of teachers in 1926-1927.	Monthly pay in 1926-1927.	Average pay in 1926-1927.	Average pay in 1921-1922.
1	2	3	4	5
		Rs.	Rs.	Rs.
Board schools	5,397	68,820	12·8	13·0
Municipal schools	639	12,404	18·0	13·8
Privately managed schools (a) . .	32,381	3,20,105	9·9	8·5
Total	38,467	4,01,329	10·4	8·8

(a) These figures differ slightly from those on page 28 owing to the exclusion of European schools.

The fall in the average pay in managed schools is due to the fact that such schools are no longer treated as models: on the other hand the boards have been encouraged to take under their own management as many as possible of the schools that have reasonably permanent buildings of their own without necessarily raising the pay of the teachers. The rates of pay prescribed in the programmes appear to have been generally introduced except in Cuttack and Puri, where the funds available are insufficient for the purpose. One report mentions that that while the rates of pay may suffice for men living at home the new rule under the Local Self-Government Act which gives a district board power to transfer a stipendiary teacher is causing difficulty, for the rates are not enough for teachers who have to keep up two separate establishments. The average cost per pupil has risen from Rs. 5-6-7 to Rs. 5-12-6 and per school from Rs. 144-2-6 to Rs. 184-6-1. Even now these are very low figures, but with regard to the latter it must be remembered that the average strength of a primary school has only risen during the five years from 28 to 32 and that very many of the schools have only one teacher.

124. New rules under the Local Self-Government Act were issued in December 1925. They define at length the charges which a district board may meet from its educational allotment and contain the alterations necessitated by the revision of the Act itself in the year 1923.

125. The question of free and compulsory education is one frequently raised. Free education is given in Saran district, in the municipalities of Daltonganj and Samastipur, in three unions in Manbhum, in three areas in Gaya and in four thanas in Ranchi. In Saran the experiment was rather lightly undertaken and has led to serious financial difficulties, partly because it has added to the cost of the schools (for the teachers have to be compensated) and partly because, as no fees are charged, every village asks for a school and if it does not get one, complains that it is being unfairly treated. In Samastipur the introduction of free education has been followed by a fall in the number of pupils at school. The concessions allowed in the Gaya and Ranchi districts will, it is hoped, lead to the spread of education in areas now very backward but it seems that the Manbhum district board is scarcely justified in selecting for this concession three areas in its district which are sufficiently advanced to have been constituted into unions.

126. Compulsory and free education is in force in the Ranchi municipality and in three rural areas, i.e. the Banki union in

Cuttack and the Gopalganj and Mahārajganj unions in Saran. It was introduced in Ranchi in January 1921, in Banki in January 1925, in Maharajganj on 1st January 1926 and in Gopalganj on 1st March 1926. In the last two cases it appears that most of the year 1926 was spent in making the necessary arrangements and that it is as yet too early to submit any report on the experience gained. In the other two cases, however, the results have been of value.

The Ranchi municipality has a male population of 18,387 and a local census shows that the number of boys between the ages of 6 and 10 is 2,200. Of these, 2,139 are actually at school and the percentage of attendance is 78. The experience gained during the past six years may be thus summarized :—

- (1) The scheme was started too cheaply. The number of boys for whom it was necessary to make provision was underestimated ; the buildings with tiled roofs, which were constructed, have proved very expensive to maintain ; and in the absence of any form of compound walls or fences it has not been possible to provide anything like school gardens or to keep the premises clean and neat. In future it will probably be considered desirable to provide at the outset a sufficient number of simple pucca buildings with the necessary compound walls.
- (2) It has been found necessary to employ two attendance officers ; indeed for most of the period a special sub-inspector was employed as well. At least one attendance officer is required for every 1,000 pupils.
- (3) It has been established that it is likely to be necessary to provide accommodation for 12 per cent. of the male population. The rules for grants to municipalities already mentioned state that the grant will be based on the cost of educating 10 per cent., but the grant to Ranchi has now been raised in view of the experience gained.
- (4) For some time it was found that cases referred to the courts took a very long time to settle. In many cases the delay was more than a year and, as education is only compulsory for four years, the result was largely to frustrate the purpose of the Act. Arrangements have now been made for the more rapid disposal of cases. Of 635 cases referred to the courts during the year 1926-27, 623 were settled quickly.

There is, I think, no doubt that in Ranchi compulsion is effective and that this result has only been gained by the close co-operation of the municipality, the Deputy Commissioner and the inspecting staff.

127. The Banki union stands in a rural area. The male population according to the provincial census is 4,723 and according to a local census 4,407. The number on the rolls of the schools was 297 before compulsion was introduced and in February 1926 had risen to 629, a figure which apparently includes a certain number of boys from outlying villages. There is one attendance officer. In this case the average attendance is only about two-thirds of the number of boys on the roll, though the number of cases referred to the courts was only 33 in 1926 and 36 in 1927. It is probably on account of the poor attendance that the Inspector does not consider that the experiment has been attended with success, but a full report is due to Government shortly, since the period of three years for which Government agreed to pay the cost of the experiment is almost at an end.

128. Schemes for compulsory education in the Chapra, Muzaffarpur and Dhanbad municipalities are under consideration and one for the Jamhor union in Gaya is to be brought into effect on October 1st, 1927.

129. The question of buildings for primary schools is one of great difficulty. At a census taken in the year 1925 it was found that of 19,395 primary schools only 5,802 had buildings which could be described as satisfactory. Most are held on the verandahs of private houses where they are exposed to rain, dust and disturbance from the other occupants of the house. In some cases boys of all classes are not allowed to use the accommodation provided: in others the teacher regards himself as primarily the private tutor of the sons of the owner of the house: and in many cases the accommodation is too small for two teachers. Separate school buildings must be provided, and if heavy repair charges are to be avoided they must be of a durable type. An experiment was made in the year 1925-26 with buildings consisting of a corrugated iron roof carried on steel uprights: this frame costs about Rs. 700 and it was estimated that a further Rs. 800 would suffice for the cost of erecting it and providing any additional work required such as walls (it was suggested that one room should have walls up to the roof and the other dwarf walls) and tiles over the corrugated iron or a ceiling under it. These buildings seem likely to be satisfactory: I have heard complaints of their heat, but this can be avoided by

the provision of tiles or a ceiling, and also that the room with dwarf walls is unpleasantly exposed to the sun and rain. If the latter objection is really felt to be serious there is no reason why the walls of this room also should not be raised; this would cost but little, for as the roof is carried on the steel uprights the wall need not be at all strong. Government gave grants in the years 1925-26 and 1926-27 towards the erection of 760 buildings of this type: in 1925-26 they paid the full cost and in the following year five-sixths of it.

130. In accordance with the advice of the education committee of 1923 the two infant classes were combined and a new curriculum was introduced on 1st January 1925. The following subjects have now been made optional: nature study and observation, action songs, and drawing and modelling in class I; nature study and observation, work in the school garden, school excursions, drawing, history and geography in class II; nature study and observation, drawing and school excursions, diaries and collections in class III; and nature study, drawing and English in classes IV and V. Spinning has also been made an optional subject for boys over ten years of age, provided that the cost of the cotton required must not be met from public funds. This is mentioned again in chapter XX.

131. It appears to be the general opinion that the nominal combination of the two infant classes has done little or no good. One trouble is the habit of parents of first sending their children to school not at the beginning of the school year but on any date convenient to themselves. The result is that the infant class always contains boys at several different stages of progress. It certainly requires one teacher to itself, even if it be conceded that one teacher can manage classes II and III. The Chota Nagpur report gives the following statistics for the boys in class I at the end of December last:—

Boys who had been in the class for more than two years	...	30,871
Ditto for more than one year but not more than two years.	not	24,418
Ditto for one year or less	...	36,111
Total	...	<u>91,400</u>

In connection with this point reference is invited to Mr. Dippie's account of the progress made in Angul. I have quoted this in paragraph 115.

132. No special syllabus has been prepared for rural schools, nor are any agricultural schools for boys at present in existence.

Mention is made in a later chapter of the experiment in agricultural teaching which is about to be tried in middle schools. Some valuable experiments in connection with school gardens have recently been made at Sabour under the supervision of the Director of Agriculture and the results will shortly be published.

133. The number of night schools in the province has risen from 662 with 13,568 pupils in 1921-22 to 802 with 17,581 pupils in 1926-27. Most of the inspectors speak of these schools as satisfactory only in that they enable the teachers to supplement their inadequate pay. An exception is, however, made in the case of schools in industrial areas, in which better supervision is possible. It is reported that the percentage of adults among the pupils in night schools is about 50 in Patna, 40 in Tirhut, 60 in Bhagalpur, 36 in Chota Nagpur and 42 in Orissa.

134. The only cantonment in the province is that at Dinapur which has a male population of 5,373. There are 4 lower primary schools with 138 pupils; the cost of these to Government in 1926-27 was Rs. 519 and to the cantonment committee Rs. 106. The cantonment committee is treated as a municipality for the purpose of grants from provincial revenues.

135. Mention has already been made of the rapid increase in the number of schools directly managed by local bodies. It seems to be generally agreed that this is the best system and that managing committees for primary schools seldom do any useful work. From the district of Gaya it is reported that the system of making block grants to co-operative societies has not been successful, though such societies have 50 schools under their control. Complaints as to delay in the payment of teachers of primary schools appear to be less frequent than in the past, though serious delays have occurred from time to time owing to dislocation of the finances of particular boards. It is reported that last year such a delay occurred in Gaya.

136. The number of school post offices has risen during the five years from 188 to 195. The remuneration paid by the post office ranges from Rs. 6 to Rs. 15 a month.

CHAPTER IX.

ORIENTAL STUDIES.

137. The classes of schools dealt with in this chapter are Sanskrit *kolis*, Sanskrit *pathshalas* and *madrāsas*. *Kolis* and *madrāsas* are purely classical schools. Sanskrit *pathshalas*, as already mentioned, are supposed to teach in addition to Sanskrit

the departmental vernacular curriculum in reading, writing and arithmetic. *Maktabs* are reserved for the chapter on Muhammadan education, since the difference between them and the ordinary primary school is not that they teach a classical language but that the vernacular used in them is Urdu and that there is provision in them for instruction in the Muhammadan religion. The following table gives statistics for the institutions which fall within the scope of this chapter :—

Class of Institution.	Recognized Institutions.			Unrecognized Institutions		
	1921-22	1925-26.	1926-27	1921-22	1925-26.	1926-27.
1	2	3	4	5	6	7
Sanskrit <i>tois</i>	233	246	360	65	20	24
Pupils in Sanskrit <i>tois</i>	6,927	7,597	8,025	1,300	334	461
Sanskrit <i>pathshalas</i>	319	717	762	1	23	42
Pupils in Sanskrit <i>pathshalas</i>	7,265	17,315	19,000	17	505	931
<i>Madrases</i>	10	30	37	...	25	37
Pupils in <i>madrases</i>	607	2,368	2,605	...	1,155	1,927

138. It will be seen that the number of recognized Sanskrit *tois* is rising slowly but steadily, largely no doubt because Government have been able to give more liberal grants to aid such institutions. In 1921-22 the sum was Rs. 17,000 and in 1926-27 it was Rs. 30,000. There is no doubt that, if the sum were still larger, many institutions which now class themselves as Sanskrit *pathshalas* would be recognized again as *tois*.

139. Of the Sanskrit *tois* two are maintained by Government and are called the Puri Sanskrit College and the Dharma

Samaj Sanskrit College at Muzaffarpur, respectively. The former had a roll of 116 both at the beginning and at the end of the five years. It has recently been provided with a large new hostel. The roll of the latter has risen during the five years from 150 to 201.

140. The courses of study for the Sanskrit examinations were revised in the year 1922-23. There is now a common *prathama* examination, followed after an interval of at least two years by a *madhyama* examination in which there are three compulsory papers and three optional papers, the latter to be selected from three different groups out of seven. The *acharyya* examination, which has replaced the old title examination, is divided into three parts, each of which is normally taken after an interval of one year; it is held in each of 13 different groups. It is reported that the effect of these changes has been to raise the standard of the examinations considerably. Figures for the number of candidates are given in the following table:—

Name of examination.	Number of examinees.			Number passed.		
	Public.	Private.	Total.	Public.	Private.	Total.
1	2	3	4	5	6	7
1921-22.						
<i>Prathama</i>	1,348	253	1,701	709	100	809
<i>Madhyama</i>	669	91	690	268	31	299
Title	171	42	213	50	9	59
1925-26.						
<i>Prathama</i>	1,623	176	2,001	598	68	664
<i>Madhyama</i>	734	118	852	196	29	225
<i>Acharyya</i>	648	149	797	182	36	218
1926-27.						
<i>Prathama</i>	2,122	249	2,370	639	83	721
<i>Madhyama</i>	641	177	818	198	34	232
<i>Acharyya</i>	684	238	922	208	51	259

141. The following statistics show the total sum spent last year by Government on Sanskrit education compared with that spent in the last year of the previous quinquennium :—

	1921-22.	1926-27.
1	2	3
Inspection (including the whole cost of the office of the superintendent and the association.)	Rs. 24,176	Rs. 26,938
Examination charges	3,575	11,700
Travelling allowance	6,737	2,873
<i>Shastra vicāra</i> ... ..	...	500
Two Sanskrit colleges managed by Government ...	34,768	32,040
Grants-in-aid	18,208	29,856
Stipends and rewards	13,737	3,435
Total	1,01,331	1,13,342
Less receipts	3,910	8,253
Net total	97,321	1,05,089
<i>Add for Sanskrit pathshalas</i> (including the cost of the ordinary primary education in them).	19,059	72,983
Total	1,16,380	1,78,072

142. The increase in the number of Sanskrit *pathshalas* has already been mentioned in chapter VIII. Such schools are eligible for aid from local bodies, while *tols* must rely on assistance from the limited amount at the disposal of the Sanskrit Council. There is no doubt that on this account many institutions in which the primary course is almost wholly neglected claim to be Sanskrit *pathshalas*. These schools are not being adequately inspected at present. There are many members of the ordinary inspecting staff who do not know Sanskrit, while the special inspecting staff for Sanskrit schools consists only of one superintendent and two assistants. These officers last year were only able to inspect 169 *tols* and 55 Sanskrit *pathshalas*. If the other Sanskrit *pathshalas* are to be regularly visited by a qualified officer, a large expansion will be necessary in the special inspectorate.

The matter need not be further discussed here because, as is mentioned in a later chapter, Government have appointed a committee to advise them on the whole subject of Sanskrit education and the committee's report will shortly be taken into consideration.

143. The increase in the number of recognized *madrasas* is satisfactory. It may be attributed partly to increased grants from Government, the amount given in 1926-27 being Rs. 18,000 against Rs. 6,240 in 1921-22. It is also no doubt due in part to the disappearance of the non-co-operation movement, by which many *madrasas* were affected.

144. Of the recognized *madrasas* one, the Madrasa Islamia Shams-ul-Huda at Patna, is managed by Government. Its roll at the end of the year 1926-27 was 332 against 141 five years before. The *madrasa* is steadily extending its boundaries and a large building for the lower classes has recently been completed.

145. A board to conduct the examinations of *madrasas* was constituted during the year 1922-23 and held its first examination in March 1924. The following are the statistics for its examinations for the past two years:—

Name of examination.	No. of examinees.			No. passed.		
	Public.	Private	Total.	Public.	Private.	Total
1	2	3	4	5	6	7
<i>Mullah</i> ... 1925-26	30	6	36	15	5	20
<i>Maulavi</i> ..	33	2	35	24	1	25
<i>Alim</i> ..	30	4	34	24	3	27
<i>Fazil</i> ...	9		9	8		8
<i>Mullah</i> ... 1926-27	40		40	23		23
<i>Maulavi</i> ..	19		19	17		17
<i>Alim</i> ..	34	11	45	23	5	28
<i>Fazil</i> ..	7		7	7		7

Stipends and rewards are offered on the results of these examinations similar to those offered on the results of the Sanskrit examinations.

146. Mention is made in the following chapter of the institutions recently opened by Government at Patna for the training of teachers in medicine on the *ayurvedic* and *tibbi* systems.

147. The number of *madrassas* being comparatively small, the superintendent of Islamic studies, who was appointed in January 1922, has no difficulty in visiting them all regularly.

148. The chief problem affecting oriental institutions of all classes is the difficulty which the ex-students experience in obtaining employment. For instance, one district inspector writes :—

The Hindu and Muhammadan public desire that the old learning suffering for want of interest and encouragement should be fostered by Government, so that society may have enlightened ministers of religion everywhere at hand, to strengthen and instruct the people in their faith and to correct such tendencies as there may be towards infidelity to the ancient canons of life and conduct. Government in deference to public opinion help to keep alive many of these institutions which can no longer maintain themselves by private support, but Government cannot find opportunities for the employment of their ex-students. The result is that after having been maintained and educated for so many years at Government expense they find themselves turned on the world without means of a decent living, except in rare circumstances as *maulavis* and *pandits* in the few high schools.

The matter is one which deserves careful attention from those who advocate institutions of this type. In the year 1925-26 Government decided that the *maulavi*, *alim* and *jazil* examinations should be recognized as equivalent to the matriculation, intermediate and degree examinations in arts for the purpose of educational appointments so far as a knowledge of the subjects studied in the *madrassa* course is required as a qualification for the appointment concerned. Government also declared that students who have passed the *maulavi* or *alim* examination should be eligible for recruitment for lower division clerkships and as typists in the Secretariat; and that those who have passed the *maulavi* or *alim* examination and have also passed in English by the matriculation or intermediate standard should be eligible for clerical posts in a number of Government offices. It would seem, however, that the number of occupations suitable for persons trained almost entirely in the classics, and that largely by traditional and to some extent obsolete methods, is necessarily limited and that employers will in most cases have

good grounds for preferring, for instance, a matriculate who has been through the full course prescribed by the university to a student who has passed the *maulavi* examination coupled with English up to the matriculation standard. The *tol* or *madrassa* no doubt performs a useful function in training teachers of religion or teachers of the classics, but the number of such teachers required is not unlimited, and it is a question whether many of the pupils now studying in *tols* and *madrassas* would not do better to join ordinary schools.

CHAPTER X.

TECHNICAL, TRADE AND VOCATIONAL SCHOOLS FOR INDIAN BOYS.

149. Five years ago the total number of schools coming within the scope of this chapter was 44 with 2,345 pupils and a direct expenditure of Rs 6,44,717. The figures are now 59 schools with 3,473 pupils and a direct expenditure of Rs. 8,77,602. These totals, however, cover many classes of schools and the following table will make the position clear:—

Class of school	1931-22.		1925-26.		1926-27.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1	2	3	4	5	6	7	8
Law schools .. ..	...	...	9	164	2	155	These two schools were dealt with in 1921-22 as sections of the law colleges at Patna and Cuttack.
Medical schools ..	2	387	2	358	2	327	
Engineering and survey schools	2	160	1	87	1	167	
Technical and industrial schools for boys	22	1,184	30	1,737	31	2,060	
Commercial schools	8	263	10	254	10	262	
Technical and industrial schools for girls	9	252	14	535	12	402	
Agricultural schools for girls	1	70	1	40	1	60	

150. The two law schools are the pleadership classes at Patna and Cuttack. At Patna there were 141 pupils against 18 five years ago and the expenditure amounted to Rs. 9,280. At Cuttack the classes are now held at the Ravenshaw collegiate school. The number of pupils is 14 against 6 five years ago and the expenditure amounted to Rs. 1,051. In each case the expenditure was met entirely from fees.

151. Five years ago the two medical schools were those at Patna and Cuttack. The former has since developed into a college, but a new school has been established at Darbhanga in its place. The Inspector-General of Civil Hospitals has contributed the following account of the progress of these schools :—

MEDICAL SCHOOLS.

(Contributed by the Inspector-General of Civil Hospitals.)

152. *The Darbhanga Medical School.*—The Temple Medical School at Patna was transferred to Darbhanga under the name of the Darbhanga Medical School to make room for the Prince of Wales Medical College. The first two classes of the school were opened at Darbhanga in 1925, but during that year the third and fourth year students and also the compounder students remained at Patna under the Deputy Superintendent, who was under the direct control of the Superintendent of the Darbhanga Medical School. In 1926 all the students from Patna were transferred to Darbhanga and the full four year course and compounder class began at Darbhanga from 1st July. The hostel at Darbhanga consists of 44 rooms having accommodation for 176 students and 2 common rooms, with Hindu and Muhammadan servants' barracks. There were 10 teachers of the assistant surgeon class and five demonstrators of the sub-assistant surgeon class before the school was transferred to Darbhanga but their number was reduced and the present staff consists of six teachers (assistant surgeons) and five demonstrators (sub-assistant surgeons). The allowance to teachers was increased during the years under report and they are now paid at the following rates :—

	Rs.
Up to seven years' service 	75
Above seven years and up to fourteen years' service ..	100
Above fourteen years' service 	150

153. During the years under report no female student qualified. Four female students were admitted in 1925 and one in 1926. Four have been transferred to the Orissa Medical School for want of proper hostel accommodation and one left of her own accord.

154. The preliminary general education of the students has greatly improved during recent years. Excluding the female students all were matriculates, many had passed the I. A. or I.Sc. examination and one the B.A. examination. The total number of students admitted during the years under review was 277 and the total number of students who obtained the licence of the board was 142.

155. A short course of nine months' training in anatomy, physiology, pathology, surgery, medicine and hygiene was opened in 1924 at the Temple Medical School for the training of *kavirajes*, *unani hakims*, and homeopaths. Sixteen such students were trained in 1924. Owing to the transfer of the school to Darbhanga these courses could not be held in 1925 and 1926. A course has, however, again been started in 1927 and six students have taken admission.

156. *The Orissa Medical School.*—Since the issue of the last quinquennial report several improvements have been made in regard to the buildings. Some of the main improvements are given below:—

A new hostel for male students.

A new post mortem room for medico-legal cases.

Extensive repairs to the examination hall.

Improvements in the anatomical department.

Extension of the kitchen blocks and provision of servants' quarters at the hostel.

Installation of electric fittings.

157. There was no change in the teaching staff and it is the same as that provided in the Darbhanga Medical School. There has been considerable improvement in the teaching in almost all the subjects. This has been brought about by the provincialization and extension of the Cuttack General Hospital. Ward accommodation has been increased and there is now ample clinical material.

158. During the present quinquennium the total number of students admitted was 240 and the number passed as licensed medical practitioners 113.

159. *General.*—The discipline of the students at both the medical schools was satisfactory, except for one unfortunate incident at the Darbhanga Medical School when the students went on strike and refused to appear at the Board's examination. At Cuttack two third-year students were expelled and two rusticated for one year for using unfair means at the sessional examination. There are ample arrangements at both schools for games.

160. In addition to the medical schools mentioned by the Inspector-General of Civil Hospitals, Government established during the year 1926 two schools at Patna which are classed in the returns as "other schools". One of these is designed to give instruction in medicine on the *ayurvedic* system and the other on the *tibbi* system. The former school had 15 pupils on the roll at the end of the year and cost Government Rs. 17,325, the latter had a roll of 55 and cost Government Rs. 9,304.

161. The fall in the number of engineering and survey schools is due to the conversion of the Bihar school of engineering into a college in the year 1924, the closing of the Angul survey school on 1st April 1925, and the opening of the Orissa school of engineering in July 1923.

162. The increase in the number of technical and industrial schools for boys from 22 to 31 is due to the disappearance of the industrial schools at Chaibassa, Jhalda (two) and Badambazar (Hazaribagh) and the opening of the following 13 new schools :—

1. The cottage industries institute at Gulzarbagh.
2. The school for compositors at the Gulzarbagh press.
3. The apprentice class at Dehri on Son.
4. The blanket weaving school at Gaya.
5. The weaving institute at Gahiri in Champaran.
6. The Jamalpur technical school.
7. The industrial class at the Hazaribagh Reformatory School.
8. The weaving school at Khunti.
- 9-12. Four new mining classes in addition to the five that were in existence in 1921-22.
13. The Dhanbad school of mines.

The old schools are :—

14. The weaving school at Bihar.
15. The Tirhut technical institute, formerly the Greer industrial school.
16. The Benagoria industrial school.
17. The Balasore industrial school.
18. The Phulbani industrial school.
19. The Beniadih industrial school.
- 20-24. Five mining classes.
- 25-27. The artisan schools at Pundru, Tanasi and Katkahi in Chota Nagpur.
28. The Jamshedpur technical institute.
29. The Mrs. Perin technical school at Jamshedpur.
30. The Ranchi technical school.
31. The Murhu industrial school.

The Director of Industries has given the following account of these schools :—

TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.

(Contributed by the Director of Industries.)

163. The department entered upon the quinquennium under review with full powers for promulgating technical and industrial education in the province. It strove to act its part well under the new responsibility, and various improvements and changes were effected in the old institutions.

164. At present there are 24 institutions, including both Government and aided ones, and a proposal to start an oil technological institute is under consideration. The increase in the number of these institutions has no doubt removed a long-felt demand for technical education in the province, though there is still great room for further improvements—to meet the general demand in the technical and industrial world. During the quinquennium, substantial progress in technical education has been made. In support of this statement, the following instances are quoted :—

- (1) Raising of the status of the Bihar school of engineering to a first-grade engineering college ;
- (2) Starting of the Tirhut technical institute ;

- (3) Starting of the Orissa school of engineering ;
- (4) Starting of the Dehri apprentice classes ;
- (5) Starting of the letter-press, printing and book binding classes at the Government Press, Gulzarbagh ;
- (6) Reorganization of the old East Indian Railway Jamalpur technical school ;
- (7) Conversion of the Ranchi industrial school into the Ranchi technical school by the addition of mechanical apprentice classes.

165. The most important Government technical institution in the province is the Bihar College of Engineering, which has been mentioned in chapter VI. The institutions next in importance are the Ranchi Technical School, the Orissa School of Engineering and the Tirhut Technical Institute, of which the two latter have been established during the period under review. Material improvements have been effected in these institutions and each has been equipped with mechanical apprentice classes similar to those in the Bihar College of Engineering. At present there is a dearth of skilled industrial labour in Bihar and Orissa. In factories and workshops very few belong to this province. The establishment of these classes will, it is hoped, help the building up of a source of supply of the necessary skilled men to fill up the subordinate posts in the mechanical engineering branch.

166. The evening mining classes could not show marked progress due to the continued depression in the coal trade, and in order to encourage students Government sanctioned a number of stipends for third year students in addition to the existing 20 stipends for the first and second year students. A grant of travelling allowance at the rate of one anna a mile has also been sanctioned as an experimental measure for one year for those students who have to attend the classes from a distance of more than three miles. Two hostels, the need of which was long felt, have been erected for these students at Sijua and Jharia.

167. The new school of Mines and Geology, a reference to which was made in the previous quinquennial report, commenced its session in November 1926 and two students from Bihar and Orissa were admitted. Government have also sanctioned two scholarships of Rs. 60 *plus* books worth Rs. 150 to be awarded every year to the Bihar and Orissa students.

168. The Jamshedpur technical institute showed a very satisfactory result. It trained 116 men out of whom 43 were Biharis. Out of 28 contracted, 8 came from Bihar and Orissa.

169. Next in importance among the aided schools comes the Jamalpur Technical School. It was reorganized with a non-recurring grant of Rs. 1,50,000 and a recurring grant up to a limit of Rs. 48,000 in a year from Government. The new school was started in 1923 but a Principal was not appointed until 1924. Two-fifths of the vacancies are reserved every year for students of Bihar and Orissa. The old special grade has been abolished and a new grade has been added for the third grade apprentices. The slight distinction which was observed between the Anglo-Indian and Indian students has been totally wiped out and now all students without any discrimination of caste and creed are paid the same rate of stipend and are lodged free.

170. The remainder are artisan schools and teach youths such crafts as carpentry, machine tool work, fitting, motor-car repairing, blacksmithy, drawing, weaving and knitting and also boot-making. Several are in charge of missionaries who have devoted considerable time and thought to their improvement. It is gratifying to note that although these schools are primarily under the charge of the missionaries, they are always ready to admit non-Christians of whatever persuasion and, in fact, in many of them Hindus of all kinds and Muhammadans are freely accepted.

171. There are at present seven technical scholars of this province in England and one in Honolulu. Out of those in England, two are studying electrical engineering, two mining, one mechanical engineering, one oil technology and one the ceramic industry. The scholar who is in Honolulu is receiving training in sugar technology. The reports received from the High Commissioner speak well of these scholars. One student has recently returned from England after completing his training in iron and steel casting at Sheffield.

172. Notes are attached with reference to the working of five of the schools in 1926-27 :—

(1) *The Orissa School of Engineering.*—The year under review is the fourth year in the life of this institution and the first year in its life as an engineering school preparing candidates and qualifying them as civil engineering subordinates. The work accomplished in all departments of the school was of a very high order. Twenty-nine candidates were presented for the 3rd year examination of whom 22 qualified : 7 were placed in the first division, 14 in the second division and only one in the third division. In the sub-overseer examination 26 out of 35 passed, 16 being placed in the higher division. The artisan

department comprising the trades of carpentry, smithy, fitting, painting and polishing continued in a flourishing condition and executed orders to the value of approximately Rs. 16,500. Sanction has been received for the introduction of a mechanical apprentice department and the class will commence work from July next.

(2) *The Ranchi Technical School.*—The name of the school underwent a change during the year from Government Industrial School to Ranchi Technical School. Applications for admission to all the classes were again greatly in excess of the number actually admitted, which made possible the continuance of the policy of weeding out candidates who fell short of a certain literary standard. Eighty-six students were admitted against 38 last year. The increase in the carpenters and leather workers classes, more particularly in the latter, was abnormal and this may well be regarded as a welcome sign of peculiar significance. All the classes continued to do excellent work throughout the year. The creation of the mechanical apprentice classes this year constitutes a land-mark in the history of the school and it is expected they will amply justify both the aims and hopes entertained in respect of them. This class gave rise to a great deal of constructional and other work, in the performance of which all classes in the school were engaged. Nevertheless a certain amount of private work was undertaken; the receipts from this source amounted to Rs. 16,266-14-0 against Rs. 70,466-3-0 last year. Various new appointments were made to the technical staff and in making these appointments preference was always given to the ex-students of the school as it acts as a stimulant to the aboriginal students. During the year under report 36 students completed their prescribed course of training, and most of these students were able to absorb themselves in employment without much difficulty.

(3) *The Tirhut Technical Institute.*—This institute was started only in July 1925 and within this short period it has become very popular, inasmuch as no less than 146 applications were received for admission out of which 63 were admitted, 58 of whom are Biharis. It is a noteworthy feature that out of the 9 candidates admitted into the leather shop, one was a Brahman and 5 Kayasthas. This shows that the ideas of learning arts and industries, no matter if it be against their caste principles, have thrived strongly without any social oppositions. Thirty-two students from the artisan class and 18 from the mechanical apprentice class sat for the annual examination, out of whom 23 and 9, respectively, passed. The staff was further

strengthened by the appointment of a senior lecturer. The sale of manufactured articles is still not up to the mark, but the institute is now becoming popular in the district and it is hoped that there will be improvements in sales by degrees as time rolls on. The total sale proceeds of the year amounts to Rs. 2,411-5-3 against Rs 923-3-6 for the last year.

(4) *The Jamshedpur Technical Institute.*—The students who entered the workshop continued to maintain the reputation of the institute. Fifteen more students were contracted during the year, of whom, it is gratifying to note, six were Biharis. Out of 54 students on the roll of the institute, 21 were Biharis. The approximate total expenditure of the institute was Rs 1,09,205 out of which Rs. 25,000 or 23 per cent. approximately was met by the Government of Bihar and Orissa. The proposal for the construction of the hostel was still under consideration when the year rolled on. Some additions and alterations were carried out in the laboratory and library of the institute.

(5) *The Jamalpur Technical Institute.*—The scheme for the education of third class bound apprentices, a reference to which was made in the last report, was sanctioned by the Railway Board and the Government of Bihar and Orissa. Two assistant lecturers for this purpose were appointed. This scheme has proved very popular inasmuch as there were 275 third class bound apprentices on the 1st March 1927. The progress of the first class bound apprentices was good and several boys entered for the City and Guilds Examination. The total expenditure on the institute was Rs 1,27,113, out of which Rs 23,337 was paid by the Government of Bihar and Orissa.

173. It may be interesting to add at this stage that some of the district boards have recently submitted proposals for the opening of artisan schools. The Purnea board, for instance, proposes to open one at the headquarters of each subdivision. It has been decided that before opening any such school the boards should consult the Director of Industries, and that the cost of such schools must be met from funds other than those which the board is required to spend on education.

174. The number of commercial schools has risen during five years from 8 with 263 pupils to 10 with 262, and the direct expenditure on them shows a slight increase from Rs. 14,103 to Rs. 14,159. The number of these schools aided by Government remains 3.

175. Finally there come the various agricultural, technical and lace schools for girls which are dealt with in chapter XII. As noted in that chapter, the number of such schools has risen from 10 with 331 pupils and a direct expenditure of Rs. 10,440 to 13 with 442 pupils and a direct expenditure of Rs. 25,917.

CHAPTER XI.

THE TRAINING OF MASTERS.

176. The training of English teachers at training colleges has been dealt with in chapter VI and the training schools for women are mentioned in the next chapter. This chapter, therefore, deals only with the training of men as vernacular teachers for secondary and primary schools

177. The institutions concerned are the 5 secondary training schools, formerly called first-grade training schools, and 120 elementary training schools, formerly called training schools for *gurus* or for Muhammadan teachers. The secondary training schools are all maintained by Government; of the elementary training schools 116 are maintained by Government, 3 are aided and one is unaided. The total direct cost of all the schools has risen from Rs. 3,12,654 in 1921-22 to Rs. 3,68,667 in 1926-27.

178. The secondary training schools used formerly to admit men who had passed the middle examination to a three-year course. In the year 1920 the experiment was tried at Patna of admitting instead matriculates to a two-year course and in July, 1923, the remaining schools were reorganized on the same basis. The number of students admitted annually remains 25 at each school, except at Ranchi where there is a separate section to which 15 Bengali students are admitted annually. The reduction in the length of the course has reduced the number of students from 392 in 1921-22 to 270 in 1926-27, though the annual output remains unaffected. There has been no saving in cost because the stipends payable to the students under training have been raised from Rs. 8 a month to Rs. 20 in the case of matriculates and Rs. 10 in the case of students who have failed at the matriculation examination.

179. The reorganization of the schools has no doubt to some extent provided better material, but there are still many officers who regret the change. In the old days there was keen competition for admission to the schools, but now few candidates come forward except those who cannot afford to join arts

colleges. This means less enthusiasm and it is also found that trained matriculates are often unwilling to serve in villages and expect higher pay than the local bodies can afford to give. There seems, however, little doubt that a man who has only passed the middle examination before training is qualified only for primary school work and that the raising of the standard required for admission is a move in the right direction. As the number of graduates increases, graduates will secure the posts at high schools hitherto held by men with intermediate qualifications and men with intermediate qualifications will crowd out matriculates altogether from posts as teachers of English. The only place then left for a matriculate will be that of vernacular teacher in a secondary school.

180. Mention should be made at this place of an experiment tried in the year 1926 of granting monthly stipends of Rs. 25 to any candidates with intermediate qualifications who joined the Patna training school. The plan was not altogether successful, the number of such students who completed the course at Patna being only six. There was also one student with this qualification at Cuttack. Apparently candidates were deterred by the fact that no prospects better than those of trained matriculates were promised to them at the end of the course, but as vernacular teachers they would hardly be better qualified than trained matriculates and the grant of a special pay seems therefore difficult to justify so long as they are serving as such. No doubt in time, as the number of students with intermediate qualifications increases, the number of such students admitted to the secondary training schools will increase without any external stimulus and from this year it has been decided to pay them stipends only at the same rate as matriculates. Government are, however, investigating the possibility of shortening the course for men with this qualification and of making arrangements for an optional course in the teaching of English for selected students. They have also directed that no teacher, who has passed the intermediate examination and has been trained at a secondary training school, should be paid less than Rs. 45 a month if he is employed at a recognized high school.

181. The establishment of the Science College immediately to the east of Patna College has made it necessary to move the Patna training school to another site. The new buildings have recently been completed and are in every way superior to the old ones.

182. The number of elementary training schools maintained by Government has fallen during the five years from 119 to 116; of these schools, 14 instead of 15 are now reserved for

Mubammadans. One school for Muhammadans in Purnea was closed because no pupils would attend it, one school in Bhagalpur was washed away by the Ganges, and another in the Santal Parganas was closed because it was superfluous. These schools used to admit 20 students annually, but in the year 1923 it was decided that in order to attract more men with middle qualifications it was desirable to raise the stipends given to the pupils under training and the money required could only be found by reducing the number of students at each school from 20 to 17. The stipend is now Rs. 9 for an actual teacher who has passed the middle examination, Rs. 8 for an actual teacher of lower qualifications, Rs. 7 for a candidate for the teaching profession who has passed the middle examination and Rs. 6 for a candidate with lower qualifications. This change has reduced the number of students under training from 2,243 in 1921-22 to 1,982 in 1926-27. The annual output of the schools has, however, increased, presumably because the higher stipends are attracting more men with middle qualifications, and such men are at present trained in one year instead of two

183. These schools are in an unsatisfactory condition for many reasons, of which the chief are the facts that many of them are situated in unsuitable places, the staff is inadequately qualified and the course is too short. A special committee was appointed by Government during the five years to advise them on the subject and orders have recently been passed on its recommendations. The effect of these will be that the number of schools will ultimately be reduced to 64, of which 55 will be existing schools and 9 will be new ones. Of the 61 other schools now in existence, one is to be closed at the end of this year, but the other 60 will be required as a temporary measure during the period of expansion contemplated by the primary education programmes. Of the permanent schools, 57 will be designed for an annual output of 30 teachers and 7 for an annual output of 10, the course being made one of two years in every case. Each school will be given a head teacher in the subordinate educational service instead of the present head teacher in the vernacular teachers' service and there will also be two teachers in the latter service at the large schools and one at the small schools. In the case of all the schools to be retained permanently the practising schools now maintained by Government will be closed and the local bodies will be asked to provide the necessary facilities. The total cost of the scheme is estimated at Rs. 10 lakhs non-recurring and Rs. 3½ lakhs recurring. Detailed proposals for its introduction are now being prepared. It is sincerely to be hoped that the scheme

will not be delayed ; if the teachers in primary schools are not properly trained, there is a real risk that the large grants which Government are making for primary education will be more or less wasted.

184. At the end of 1921-22 there were two aided training schools maintained by Missions in the Ranchi district with 54 pupils. There are now three such schools with 67 pupils, the Lutheran school having been resuscitated. The unaided school is at Kairabani in the Santal Parganas. It has 4 students on its roll against 14 five years ago.

185. The number of trained teachers in primary schools has risen during the five years from 9,713 to 14,928. The following table shows year by year the number of students who have passed the examinations of the elementary training schools and the increase in the number of trained teachers employed in primary schools :—

Year.	No. of students who have passed the examinations of elementary training schools.	Increase in the number of trained teachers employed in primary schools.
1	2	3
1922-23 	1,505	1,174
1923-24 	1,341	988
1924-25 	1,360	1,196
1925-26 	1,316	915
1926-27 	1,606	913
Total ...	7,168	5,216
For the previous quinquennium 	6,441	3,943

The figures are encouraging. If allowance is made for casualties amounting annually to five per cent. of the number of trained teachers it would appear that there are not many such teachers who take to other professions, and that the tendency in this direction has decreased during the five years.

CHAPTER XII.

THE EDUCATION OF INDIAN WOMEN AND GIRLS.

186. Since the year 1921-22 the total number of public institutions for Indian girls has risen from 2,546 to 2,839 and that of private institutions from 24 to 132. For 1925-26 the figures were 3,012 and 156, respectively. The total number of girls reading in institutions for girls is 71,329 against 61,157 in 1921-22 and 74,791 in 1925-26. As the number of girls reading in boys' schools has increased from 45,560 in 1921-22 and 44,600 in 1925-26 to 46,969 the total number of Indian girls at school has risen during the five years from 106,717 to 118,298 and now represents 69 per cent. of the female population. For 1925-26 the total was 1,9,391 and it is satisfactory to find that a reduction of 197 in the number of schools has only led to a fall of 1,093 in the number of girls attending them and of this fall private or unrecognized schools are responsible for 773. The figures appear to indicate that there is less objection shown to sending girls to boys' schools than is sometimes stated. The expenditure on public institutions for girls has risen during the five years from Rs. 5,78,012 to Rs. 7,61,039, there being an increase from Rs. 1,75,775 to Rs. 2,20,230 under provincial revenues, from Rs. 2,36,197 to Rs. 2,98,187 under district funds and from Rs. 37,283 to Rs. 56,837 under municipal funds.

187. The progress in female education is still slow, the reasons being (i) the difficulties imposed by the prevalent social customs, i.e., the *pardah* system and early marriages; (ii) the scarcity of trained women teachers due partly to social customs which stand in the way of women when they wish to be trained or to accept posts after training except in their own villages, and partly to the lack of suitable quarters and the low rates of pay offered; (iii) the conveyance problem; and (iv) the general unwillingness on the part of parents to pay anything towards the education of their girls. The annual cost of a girl's education in a high school is Rs. 100·9 and of a boy's Rs. 46·5; in a middle English school the cost of a girl's education is Rs. 52·8 and of a boy's Rs. 22·2; in a middle vernacular school the figures are Rs. 25·2 and Rs. 15·3; and in a primary school the figures are Rs. 6·8 and Rs. 5·8.

188. During the year 1926-27 the inspecting staff for girls' schools was reorganized. A post of deputy directress was sanctioned; she works in the Director's office where she is in general charge of all cases relating to the education of women and girls. At the same time the two posts of inspectresses in the Indian

Educational Service were abolished and the number of assistant inspectresses was raised from 5 to 9. It appears that several of the assistant inspectresses did not do enough touring last year; the matter is being examined.

189. At the beginning of the quinquennium there were four ladies in the Indian Educational Service, but of these two retired during the period under review and one has retired since. In Miss Parsons, who retired during the year 1926-27, the department has lost an officer who did particularly good work among girls of the orthodox classes in Patna.

190. The intermediate classes in arts at the Ravenshaw girls' school have been mentioned in chapter V. They have been in existence now for 12 years and were placed on a permanent basis in the year 1922-23. They have a staff of two women lecturers and one *pandit* for Sanskrit and the vernacular. The number of students is now 7 against 12 in 1922. Since the opening of classes in history, the classes in botany have been closed, as the students prefer to attend history lectures on the premises rather than botany lectures and practical work at the Ravenshaw College.

191. The number of girls' high schools is four as it was five years ago, but the number of their pupils has risen from 647 to 814. The four schools are the Ravenshaw girls' school at Cuttack, the Bankipur girls' school, St. Margaret's school at Ranchi and the school at Giridih. The three former are all doing well but the last still gives cause for doubt as to the justification for continuing its grant of Rs. 500 a month. At the Ravenshaw girls' school an extension to the hostel was nearly completed at the end of the period under review and new stables have been built. The senior mistress of this school was sent to England for a course of training during the year 1925-26. At the girls' school in Bankipur, the Choti Nepali Kothi was taken over for a hostel in the year 1923 and four class rooms were added to the main school building in the same year. The school is still growing and further extensions are required both to the hostel and the school. A satisfactory feature is a rise in the number of Bihari girls during the five years from 18 to 56, but the number of girls taking Urdu is still only 4. A project for building a hall for St. Margaret's school has been sanctioned by Government.

192. The provision of conveyances, especially at secondary schools, is still a difficult problem. At the Bankipur girls' school five large buses have now been provided and the numbers

in the school have increased accordingly, but the expense of maintaining these buses is heavy and practically none of the parents, who have conveyances of their own, are willing to use them to send their girls to school. Conveyance fees have had to be raised recently at the Badshah Nawab Razvi Training College with the result that the number of pupils has decreased, and fees are about to be raised in the Bankipur girls' school, where the same result is anticipated. It is more than likely that a similar change will shortly be made at the Ravenshaw girls' school on account of the rise in the cost of keeping horses.

193. The scarcity of trained women teachers is still acutely felt in secondary as well as in primary schools. A special scale of Rs. 45— $\frac{3}{8}$ —75 has recently been sanctioned for trained women matriculates in the vernacular teachers' service. This should be of assistance to the Government girls' schools.

194. The number of middle English schools has risen from 11 to 15 and that of their pupils from 952 to 1,619. The increase is due to the recognition as middle English of two schools under the Roman Catholic Mission, St. Theresa's school at Bettiah and the school at Chuhari near Bettiah; the conversion of the C. E. Z. Mission school at Bhagalpur from middle vernacular to middle English and the inclusion in the returns of the small "preparatory" school at Jamshedpur. The majority of these schools are doing well. St. Theresa's school is in need of suitable buildings, but preliminary steps for the supply of these have already been taken. A grant is being given to the Lutheran Mission at Ranchi for an extension of its buildings. Since the completion of the new training class building at Deoghar, the middle school there has had the extra room which it required. Teachers' quarters have been built for the Makshoda girls' school at Bhagalpur.

195. The number of middle vernacular schools remains 11, but that of their pupils has risen from 1,445 to 1,690. The C. E. Z. Mission school at Bhagalpur mentioned above has been replaced by the school at Bhatta near Purnea. The Government middle vernacular school at Sambalpur is about to move into the old zila school buildings. A new wing is being added to the building of the Baptist Mission school at Cuttack and a new set of class rooms is about to be built for the Roman Catholic middle school at Ranchi. The Scandinavian Mission school at Maharo near Dumka has now a fine double-storied building. A new building has been provided for the Government middle vernacular school at Bargarh.

196. The number of primary schools, including recognized *maktabs* and Sanskrit *pathshalas*, has risen during the five years from 2,501 to 2,783 and that of their pupils from 57,027 to 65,711. The total for 1925-26 was 2,959 schools with 67,436 pupils, but the number of schools has decreased on account of the orders issued in that year that in future separate lower primary schools for girls should not be opened except under female teachers. These orders have been adversely criticized as certain to retard the spread of female education. That they must for some time involve a decrease in the number of schools is true, but it is interesting to see that the disappearance of 176 primary schools last year has only meant a loss of 1,725 pupils, which is more than balanced by the increase of 2,430 in the number of girls reading in boys' primary schools. The case for separate lower primary schools staffed by male teachers does not appear very strong. Were sufficient women available as teachers they would probably make the best teachers for small boys also, but in their absence most of our primary schools must necessarily be taught by men. If the school is purely a girls' school the man employed is usually so old as to be scarcely a fit teacher even for young boys and still less for young girls, who presumably are sent to school in order that they may grow up to be good wives and mothers and learn at least a minimum of such subjects as sewing and hygiene. In boys' schools or mixed schools the teachers are usually more competent, but in respect of such schools it is urged that certain classes of parents object to their girls being taught side by side with boys even though they do not object to their being taught by a man. This is not true of all classes of the community and it has to be considered how far the extra expenditure involved is justified if it is for the benefit only of certain classes, especially when, as noted above, the men employed to teach in girls' schools are almost always too old to do so efficiently. Government are, however, considering the question further and propose to leave boards a discretion in the matter, provided that any board which wishes to open separate girls' lower primary schools staffed by male teachers will be required not to spend on the education of girls more than a certain percentage of its education budget.

197. The orders, also issued in 1925-26, that capitation allowances to teachers of boys' schools for teaching girls should not in future be given in respect of girls in the infant class, have been criticized as likely to discourage teachers from endeavouring to secure girls as pupils. The figures already given do not support the criticism, for the number of girls in boys' schools is rising, and one cannot help fearing that the grant of

capitation allowances in respect of girls who have not even passed from class I would lead to the inclusion on the rolls of purely nominal pupils. As the orders stand, the teachers have a motive to teach the girls at least something. And it really is important to secure this : a census recently taken in Chota Nagpur showed that of 8,120 girls in class I no less than 1,299 had been in that class for more than two years and 2,173 for more than one year. It is of course possible to encourage the girls themselves, but, as one of the reports naïvely mentions, the sum available for prizes is not enough for all the girls, but only for the most deserving, and it seems desirable therefore to give the teachers an incentive also.

198. During the five years a change similar to that made in boys' schools has been made in the curriculum for girls' schools also, i.e., the four years' course for the lower primary standard has been nominally reduced to a three years' course, one year instead of two being now allowed for the infant stage. In actual practice it is found that with the exception of particularly bright small children, or girls who begin school late, two years are required. Spinning has been included in the curriculum as a compulsory subject, and nature study has been relegated to the list of optional subjects. A part-time teacher of music has been added to the staff of the Ravenshaw girls' school. His services have been much appreciated.

199. The number of training classes has increased from 8 to 11 and that of their pupils from 143 to 180. The new classes are Government classes at Gaya and Bhagalpur and an aided class under the Roman Catholic Mission at Chuhari. Of the two new Government classes, that at Gaya was opened in 1923 and has 15 students undergoing training this year. That at Bhagalpur was opened last year only and has now seven students. The aided class at Chuhari was recognized last year and in December 1926 presented nine students for the examination. Nine more students are being trained this year. The class at Muzaffarpur, which was badly hit by the non-co-operation movement, is now doing well and the number on its roll has increased from 7 to 18. The Badshah Nawab Razvi Training College still continues to be successful. A new non-*pardah* primary school has recently been added and the school is well attended both by Muhammadans and Hindus. There are now two training classes that prepare for the senior certificate, i.e., the S. P. G. class at Ranchi and the Baptist Mission class at Cuttack. Each of these trains only two or three senior students every year, and as these are given work immediately by

their respective missions, senior students trained in this province are not available for other schools. The supply of teachers with the junior certificate is also inadequate in spite of the increase in the number of classes. In particular, more trained Hindu women are needed.

200. The scheme for training locally the wives and other relatives of village teachers is now only in force in the Chota Nagpur division, where there is no Government training class. Five stipends of Rs. 5 a month each for a period of three years have been sanctioned, but only two appear to have been awarded.

201. The number of technical, industrial and agricultural schools has risen from 10 to 13, that of their pupils from 331 to 442 and their expenditure from Rs. 10,440 to Rs. 25,917. The lace school attached to the Badshah Nawab Razvi Training College failed to attract pupils and has been discontinued and the lace school at Pakur also has disappeared. The new schools are lace classes at Murhu and Rengarih in the Ranchi district, industrial classes at Balasore and Cuttack and a weaving school at Purulia. The D. U. Mission lace school has been moved from Singhani to Hassardganj. Most of these classes receive grants from Government.

202. Zenana education is carried on by peripatetic teachers and by central gathering classes, the latter including the classes taught by *atus*, which were originally intended for Muhammadans but have now been extended for the benefit of Hindus also. The number of peripatetic teachers has fallen during the five years from 27 to 24 and that of their pupils from 461 to 455. The decrease is due to a reduction from 14 to 11 in the number of such teachers employed by the Baptist Mission at Balasore. The number of *atus* has risen from 26 to 30 and that of other central gathering classes has dropped from 4 to 3. The total number of pupils under these two systems has dropped from 583 to 461. This is disappointing and the causes are being examined.

203. The post of lady school medical officer has been vacant for about three years but is about to be filled again.

204. Troops of girl guides have been started at a number of centres. These are mentioned in chapter XX.

205. The associations of women teachers at Ranchi and Patna are still active. The meetings of the Patna association are held in strict *pardah* and usually at Bettiah House.

206. The number of middle, upper primary and lower primary scholarships won by girls in 1926-27 was 5, 22 and 240 against 5, 16 and 225, respectively, five years ago. Two scholarships are still awarded annually on the results of the intermediate and three on the results of the matriculation examination.

CHAPTER XIII.

THE EDUCATION OF EUROPEANS.

207. During the five years the number of European schools rose from 19 to 21 owing to the opening of the Bishop Westcott schools for boys and girls at Namkum and a new railway school at Sonpur and the development of the apprentices' school at Jamalpur into a technical institute controlled by the Director of Industries. Of the 21 schools five are secondary and 16 are primary. Six of the schools are boarding schools.

208. The number of pupils has risen steadily with the increase in the number of schools, the figures being 1,219 in 1921-22, 1,317 in 1925-26 and 1,370 in 1926-27. The total expenditure has risen in the five years from Rs. 2,56,983 to Rs. 3,13,764, the details being as follows :—

		1921-22.	1926-27.
		Rs.	Rs.
Provincial revenues	...	1,13,182	1,08,150
Fees	... ..	85,660	1,15,034
Other sources	... ..	53,141	90,580
Total	...	2,56,983	3,13,764

The decline in the expenditure from provincial revenues is due to smaller expenditure on non-recurring grants.

209. The Registrar of Examinations did the work of Inspector of European schools for about 14 months in the five years: that post was then taken out of the Indian Educational Service and for the rest of the period the work was discharged by one of the divisional inspectors, who receives an allowance of Rs. 150 a month on this account. The work of a divisional inspector is now so heavy that it is difficult for the inspector to devote to the European schools as much time as he should.

210. The Bishop Westcott school for girls at Namkum was opened in February 1923 and has made steady progress. The corresponding school for boys has only just been started. These schools occupy a very attractive site just outside Ranchi and should expand greatly during the next few years. The Stewart school at Cuttack has made great strides of late, largely owing to the enthusiasm and ability of its Principal. The small railway schools present a difficult problem and the report of the officer whom the Railway Board has appointed to advise on the question is awaited with interest.

211. An interesting development is that St. Michael's school at Kurji last year ceased to present candidates for the Cambridge Junior Local or School Certificate examination and instead sent up 13 candidates for the Patna matriculation of whom six passed. The Stewart school is considering the desirability of proceeding on the same lines but is reluctant to drop the Cambridge examinations altogether. The statistics for the Cambridge examinations are as follows:—

	1921-22.		1925-26.		1926-27.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
School certificate examination	...	...	6	3	1	1
Junior local examination	4	2	31	14	9	6
Preliminary examination	18	18	30	14	26	11

212. The number of Indians in European schools is rising steadily. Neglecting the apprentices' school at Jamalpur it was 37 in 1921-22, now it is 85.

213. The number of teachers in European schools is shown below:—

	1921-22.	1926-27.
Total number	79	91
Trained	47	54
Graduates	4	4

214. The capital expenditure on European schools during the previous quinquennium amounted to Rs. 4,32,516. For the period under review the figures are as follows :—

Source of expenditure.				Middle English schools.	Primary schools.	Total.
1				2	3	4
1921-23.						
Provincial revenues	...	...	..	14,718	..	14,718
All other sources	...	..	...	4,793	3,593	8,386
			Total	19,516	3,596	23,112
1923-24.						
Provincial revenues	...	..	...	23,982	2,970	26,952
All other sources	..	...	..	2,885	187	3,672
			Total	26,867	3,757	30,624
1924-25.						
Provincial revenues	...	..	...	4,092	975	5,067
All other sources	..	...	...	5,841	2,900	8,741
			Total	9,933	3,775	13,708
1925-26.						
Provincial revenues	...	...	...	24,630	1,000	25,630
All other sources	...	...	...	20,692	2,420	23,112
			Total	45,322	3,420	48,742
1926-27.						
Provincial revenues	...	...	...	4,297	247	4,544
All other sources	..	...	...	5,987	8,335	14,322
			Total	10,284	8,582	18,866

CHAPTER XIV.

THE EDUCATION OF MUHAMMADANS.

215. Muhammadans form 10·85 per cent. of the population of Bihar and Orissa and the number of Muhammadan pupils is shown in the following table :—

Year.	Total number of scholars in the province.	Number of Muhammadan scholars in the province.	Percentage of scholars of all classes to total population.	Percentage of Muhammadan scholars to Muhammadan population.
1	2	3	4	5
1921-22 ..	810,392	98,896	33	36
1925-26	1,084,379	141,123	33	38
1926-27	1,108,488	144,931	33	39

These are encouraging figures. For the higher stages of instruction the percentages are curious :—

Year.	Number of Muhammadan pupils in college stage.	Percentage of Muhammadan pupils to total number of pupils in college stage.	Number of Muhammadan pupils in high stage.	Percentage of Muhammadan pupils to total number of pupils in high stage.	Number of Muhammadan pupils in middle stage.	Percentage of Muhammadan pupils to total number of pupils in middle stage.
1	2	3	4	5	6	7
1921-22 ...	464	18·8	1,635	12·6	1,283	8·1
1925-26 ...	691	16·8	2,330	12·0	1,992	7·3
1926-27 .	663	14·8	2,562	11·9	2,342	7·3

It will be seen that in the college and high stages the other classes of the population are gradually catching up the Muhammadans, but that the latter still stand above the average for the population as a whole. In the middle stage the proportion of Muhammadans has always been low: this is no doubt partly due to the absence of facilities for instruction in Urdu

in most middle schools. With reference to this point the following figures are of interest:—

Year.	Total number of middle schools,	Number of middle schools providing Urdu teaching.	Total number of upper primary schools.	Number of upper primary schools providing Urdu teaching.
1	2	3	4	5
1931-22	444	82	1,956	78
1925-26	541	151	2,366	170
1926-27	591	178	2,461	220

216. The following statement gives a synopsis of the expenditure specially incurred for the benefit of Muhammadan pupils:—

Item of expenditure.	Amount.
	Rs.
Inspection (including the whole cost of the office of the superintendent of Islamic studies).	39,540
Examination charges	926
<i>Madrasa</i> managed by Government	23,086
Grants-in-aid to <i>madrasas</i>	16,774
Total	80,326
Less receipts	7,501
Net total	72,825
Add for <i>maktabs</i> (including the cost of the ordinary primary education given in them)	3,19,579
Total	3,92,404

217. The different types of institutions for Muhammadans have been or will be noticed in the appropriate chapters of this report. *Madrasas*, for instance, are dealt with in the chapter on Oriental studies, recognized *maktabs* in the chapter on primary education and private institutions in the chapter so designated. It may, however, be convenient to give a summary here.

218. The number of recognized *madrasas* has risen during the five years from 10 to 30 and that of their pupils from 677 to 2,605. The direct expenditure on them has increased from Rs. 26,508 to Rs. 1,01,752 of which Rs. 39,860 against Rs. 20,810 comes from public funds. The annual allotment for grants to aided *madrasas* in 1921-22 was Rs. 6,240; in 1926-27 it was Rs. 18,000. During the quinquennium a new syllabus was introduced in all the recognized *madrasas* and public examinations were held for the first time by the newly constituted *Madrasa* examination board.

219. The number of recognized *maktabs* has risen during the five years from 2,251 with 54,743 pupils (there was an error in the figures in paragraph 264 of the last quinquennial report) to 3,477 with 86,384 pupils and the direct expenditure on them has risen from Rs. 2,88,957 to Rs. 4,86,360 of which Rs. 3,19,579 against Rs. 1,71,522 comes from public funds. The disadvantage of having different classes of primary schools for different sections of the population has already been mentioned. The development of Sanskrit *pathshalas* has led to a demand for the introduction of Persian teaching in *maktabs*, though again it is impossible not to feel that the classics are altogether out of place in primary schools.

220. The pay of *maktab* teachers (and also incidentally that of the *pandits* in Sanskrit *pathshalas*) is apt to cause difficulty. As already mentioned, the present orders are that if the district inspector is satisfied that a *maulavi* or Sanskrit teacher can teach the whole of the course prescribed for the class of school in which he is employed, he may be paid at the same rate as a trained *guru* but not otherwise. Some of the *maulavis* employed in these schools are reported to be very learned and for them the pay given appears low, but I fear that in many cases their learning is confined to literature and that they cannot teach other parts of the primary course, especially mathematics.

221. The number of unrecognized *madrasas* rose during the five years from 242 to 317 and that of their pupils from 5,317 to 7,920. These institutions are of many kinds : some of them are only *maktabs* with a syllabus of their own.

222. As has been mentioned in chapter XI, one of the elementary training schools for Muhammadans had to be closed, as no pupils would join it, and the number of such schools fell in consequence from 15 to 14. Even so, it is difficult to keep the schools full, and quite impossible to fill them with men who have passed the middle examination.

223. The number of Muhammadan inspecting officers is as follows :—

(1) *Special inspecting staff.*

—	1921-22.	1925-26.	1926-27.
1	2	3	4
Superintendent of Islamic studies ...	1	1	1
Special inspecting officers for Muhammadan education.	5	5	5
Inspecting maulavis	17	21	21

(2) *In the ordinary inspecting staff.*

—	1921-22.	1925-26.	1926-27.
1	2	3	4
District inspectors	5	5	6
Deputy inspectors .. ..	...	1	6
Sub-inspectors	40	41	36

224. The number of scholarships won by Muhammadans has been as follows :—

Class of scholarships.

Year.	Middle.	Upper prim ry.	Lower primary.
1	2	3	4
1921-22	19	11	98
1925-26	23	15	126
1926-27	30	17	119

CHAPTER XV.

THE EDUCATION OF SPECIAL CLASSES.

225. The aboriginal population of the province at the census of 1921 was as follows :—

Name of division.	Christian aborigines.			Non-Christian aborigines.		
	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7
Patna	3	17	20	69,680	70,444	140,124
Tirhut .. .	98	78	174	25,370	21,986	46,356
Bhagalpur ...	4,280	4,279	8,559	510,631	517,228	1,027,859
Orissa and Angul ...	551	565	1,116	146,436	156,274	302,710
Chota Nagpur ...	105,454	106,695	212,149	1,007,716	1,034,176	2,041,891
Total ...	110,340	111,534	221,874	1,757,633	1,800,066	3,557,699

226. The following statement shows the number of pupils of these classes attending school or college :—

Name of division.	1921-22.				1926-27.			
	Christian aborigines.		Non-Christian aborigines.		Christian aborigines.		Non-Christian aborigines.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9
Patna .. .	.	...	112	7	25	5	32	..
Tirhut .. .	.	..	224	.	..	..	217	15
Bhagalpur ..	1,156	685	19,825	684	1,186	743	17,265	607
Orissa and Angul	54	41	3,059	327	176	16	2,741	104
Chota Nagpur ..	13,300	5,674	19,561	610	17,573	7,206	29,071	728
Total ...	14,390	6,502	35,781	1,628	18,960	7,972	61,187	1,436

The percentage of Christian aborigines at school is thus 17·18 for males and 7·15 for females, and for other aborigines 2·91 for males and ·09 for females. Once more the figures pay a splendid tribute to the work of the Missions.

227. The following table shows the stages of instruction reached by aboriginal pupils:—

Stage of instruction.	Christians and non-Christians, 1921-22		Christians, 1920-27		Non Christians, 1926-27.	
	Males.	Females	Males.	Females.	Males	Females.
1	2	3	4	5	6	7
College stage	36	...	53		2	
High stage	519	23	445	35	146	..
Middle stage	1,128	183	950	200	612	
Primary stage	47,162	7,609	16,946	7,298	49,832	1,614
In special schools	609	389	396	380	190	4
In unrecognized schools	729	26	170	2	348	2
Total	50,171	8,130	18,960	7,972	51,137	1,620

228. The special staff for the inspection of schools for aborigines now consists of one deputy inspector and seven sub-inspectors in the Santal Parganas, five sub-inspectors in Ranchi and one sub-inspector in Monghyr: the post of special inspecting officer for aboriginal schools in Chota Nagpur was replaced during the period under review by an ordinary deputy inspectorship at Gumla. In addition to the special staff mentioned above several members of the ordinary inspecting staff in the aboriginal areas are aborigines by birth.

229. The number of Government elementary training schools reserved for aborigines is four: they are at Chakai in Monghyr and Taljhari, Pabia and Dhanukpuja in the Santal Parganas. In addition there are 3 aided and one unaided training schools for aboriginal men and three aided training classes for aboriginal women. The number of special schools for aboriginals is one in Patna, 12 in Tirhut and 21 in Orissa against 5, nil, and 22 five years ago: in Chota Nagpur, the Santal Parganas and the Khondmals the question of reserving schools for these pupils does not arise as a large number of the ordinary schools

are attended only or mainly by aborigines. The Shahabad report mentions that three schools for aborigines established on the Rohtas hills have collapsed for want of pupils.

230. Two senior and seven junior scholarships and ten special free-studentships in colleges are still reserved for aboriginal students, the free-studentships and five of the junior scholarships having been sanctioned in the year 1921 in compliance with a resolution of the Legislative Council. Last year aborigines won 5 middle, 6 upper primary and 73 lower primary scholarships : five years ago the figures were 7, 9 and 73.

231. Mention is made in a later chapter of the text-books in Santali produced during the five years. With regard to the Kui books in use in the Khondmals Mr. Dippie writes :—

The Kui language which we endeavour to teach has no literature. A boy therefore who laboriously passes through the lower primary stage finds himself with the ability to write and read which he can put to no use and which, by disuse, therefore ceases to be an ability. It is probably this aimlessness of the education which causes the Khonds to be very indifferent about sending children to school. The attendance is appalling and the attempt to teach Oriya too leads in my opinion to the utter neglect of all other subjects. The schools are nearly all one-teacher schools and the result of the attempt by this one man to teach two languages in three different classes as well as the other subjects of the curriculum is almost futile.

The problem is a difficult one and I await Mr. Dippie's final recommendations on the subject.

232. It is impossible to give an approximate estimate of the sum spent on the education of aborigines, since in areas inhabited mainly by these people almost the whole expenditure on schools is intended for their benefit. Taking into account, however, only expenditure definitely earmarked for aborigines, the following figures may be given :—

Item.	1921-22.	1926-27.
	Rs.	Rs.
Special inspecting staff	20,779	18,226
Aided training schools for men	6,060	8,160
Aided training classes for women	7,752	9,000
Government training schools	5,462	10,123
Special scholarships and free-studentships	4,176	3,792
Special schools in Patna, Tirhut and Orissa	2,815	4,307
Total	47,044	53,973

In addition, aborigines are allowed a specially low scale of fees at all Government schools, and in schools or classes, where no fees were charged until recently, the headmaster is allowed to grant free studentships at his discretion up to a limit of 25 per cent. of the number of aboriginal pupils, which limit may be further extended by the Director to a maximum of 50 per cent.

233. The number of members of the untouchable classes is as follows :—

Name of division.	Males.	Females.	Total.
1	2	3	4
Patna	6,622	5,995	12,617
Tirhut	13,233	13,665	26,898
Bhagalpur	53,872	54,470	108,342
Orissa	363,261	407,132	770,393
Chota Nagpur	41,955	41,985	83,940
Total	478,943	523,247	1,002,190

234. The number of members of these classes at school is shown below :—

Name of division.	1921-22.		1926-27.	
	Male.	Female.	Male.	Female.
1	2	3	4	5
Patna	83	1	123	...
Tirhut	45	...	364	13
Bhagalpur	373	18	2,346	87
Orissa	12,036	1,613	17,255	2,009
Chota Nagpur	838	79	2,708	101
Total	13,385	1,711	22,796	2,210

The increase during the five years is gratifying and appears to show that the instructions regarding the education of these classes, issued in connection with the primary education programmes, are receiving attention. The percentage of the population of these classes now at school is 4.76 for males and .42 for females.

235. The stages of instruction reached by these pupils are shown in the following table:—

Stage of instruction.	1921-22.		1926-27.	
	Males.	Females.	Males.	Females.
1	2	3	4	5
High stage ...	...	...	7	...
Middle stage ..	11	...	52	...
Primary stage ...	13,260	1,710	22,364	2,210
In special schools ...	40	...	177	...
In unrecognized schools ...	74	1	196	...
Total ...	13,385	1,711	22,796	2,210

236. The number of special schools for the untouchables is shown in the following table:—

Name of division.	1921-22.		1926-27.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Patna ...	2	43	3	130
Tirhut ...	1	18	3	75
Bhagalpur ...	...	...	9	232
Orissa, including Angul ...	127	3,022	206	5,186
Chota Nagpur ...	1	18	1	10
Total ...	131	3,101	222	5,633

The increase in the number of schools is gratifying, but apparently the schools need careful watching: from Palamau it is reported that during the year 1926-27 six schools, started for the benefit of untouchables, were converted into ordinary schools because other pupils joined them and the number of untouchables decreased in consequence. The education of these classes has excited attention in the Legislative Council and it is now proposed to take a step forward by appointing a special inspecting staff for their benefit. The Cuttack and Balasore district boards have recently employed peripatetic instructors or inspectors for the purpose, but expenditure of this kind is not allowed by the rules under the Local Self-Government Act and the appointment of a special staff by Government will in any case remove the necessity for it.

237. Like aboriginals, untouchables are allowed a specially low scale of fees at all Government high schools, and in the year 1926 Government announced the following further concessions :—

- (i) For a period of five years the members of the untouchable castes, as defined in the Education Code, throughout the province will be excused fees at all secondary schools managed or aided by Government in which less than half the pupils are aboriginals or untouchables, and local bodies will be requested to grant the same facilities in schools subject to their control.
- (ii) Ten stipends in all will be created, tenable at the Cuttack Government middle English school by pupils of the same castes, and it will be left to the inspector of schools to award these stipends and to fix the period of tenure, provided that not more than ten are current at one time. The value of the stipends will be Rs. 3 in the case of boys whose homes are in the Cuttack municipality and Rs. 8 in the case of boys from outside. When, as the result of these stipends, some members of these castes have been brought to the middle stage, the question of granting further stipends tenable in high schools will be considered.
- (iii) A hostel large enough to hold ten boys will be constructed at the Cuttack Government middle English school and this will be specially reserved for members of these castes.

The hostel has since been opened and filled up quickly.

238. The rules under the Local Self-Government Act authorize capitation allowances for teaching pupils of these classes and such allowances are given in many places. In Saran rewards are also given to *dom* parents for sending their children to school; the rates now range from Rs. 4-8-0 to Rs. 24 a quarter.

239 The number of scholarships won by members of these classes during the year 1926-27 was one middle, one upper primary and 12 lower primary against nil, one and 4 five years ago.

240. The expenditure specially incurred for the benefit of the untouchable castes may be stated as follows:—

Item.	1921-22.	1926-27.
	Rs.	Rs.
Special schools	11,885	109
Capitation grants in Orissa	3,000	3,060
Education of the <i>doms</i> in Saran	848	1,949
Peripatetic instructors ... ..	...	510
Stipends tenable in the Cuttack middle English school ... ..	...	680
Total	15,733	35,228

241. The number of members of the criminal tribes in the province is as follows:—

Name of Division.	Number of persons.
Patna	354
Tirhut	1,501
Bhagalpur	2,060
Orissa	1
Chota Nagpur	1,121
Total	5,037

Of these 245 males were at school in Tirhut, 203 males and two females in Bhagalpur, and 9 males in Chota Nagpur. One had reached the high stage and one the middle stage: the others were in the primary stage. None of them won scholarships. There are three special schools for these boys, one in Tirhut and two in Bhagalpur.

242. The following table gives statistics for the factory schools in the province :—

Serial no.	Name of school.	Number of schools.	Number of children employed in the factory.		Number of children at school 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
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	The Peninsular Tobacco Factory school, Monghyr.	1	60	...	60	...	..	..	...	1,196	...	...	...	1,196
2	East Indian Railway colliery schools at and about Giridih	28	227	39	1,016	2	118	.	960	4,896	..	116	6,269	12,181
3	Mica mines schools ...	5	1,180	589	83	..	15	...	...	360	..	95	318	773
4	Kargali colliery school (G. I P. Ky)	1	...	...	41	3	...	..	...	...	..	...	898	898
5	Colliery schools in Manbhurn	9	719	...	134	..	54	..	..	1,484	..	...	...	1,484
6-11	Six schools at Jamshedpur, i.e. —													
	(a) The Mrs Perin Memorial night school.	1			109	..	...	...	...	..	..	...	1,293	1,293
	(b) The Mrs. Perin Technical school.	1			158	..	..	..	14,800	..	..	2,091	2,091	20,696
	(c) The Mrs. Perin Commercial school	1			32	..	..	..	..	..	..	1,052	..	1,052
	(d) The Sakchi night school	1	507	...	33	..	..	..	..	...	323	..	...	323
	(e) The 'L' town Telegu night school.	1			26	...	...	..	...	..	8	...	..	84
	(f) The Utikal Samiti night school	1			39	...	...	...	...	...	180	...	44	224
	Total ...	60	3,897	628	1,730	5	168	...	15,760	8 70	587	3,954	11,587	39,564

Five years ago there were 55 schools with an attendance of 2,266. There is one new colliery school in Manbhum and three new schools at Jamsbedpur, but two schools at Giridih, four at the mica mines, one at the Rakha copper mines, one at the Duia iron mine and one at the Bokharo colliery have disappeared.

243. The number of Jains mentioned in the reports is shown in the following table :—

	1921-22.	1926-27.
1	2	3
In colleges	5	4
In secondary schools	60	54
In primary schools	61	137
In special schools	2	...
In unrecognized schools	70	73
Total	198	268

CHAPTER XVI.

THE EDUCATION OF DEFECTIVES.

244. The number of blind and deaf-mute children in the province enumerated at the last census, and the number attending special schools, are shown in the following table :—

	Blind			Deaf-mutes		
	Male.	Female.	Total	Male	Female.	Total
Total for the province	15,266	15,828	31,092	12,289	7,767	20,056
Total for the province over 5 and under 20 years of age	3,497	2,142	5,639	4,717	2,041	7,658
Total for the province at special schools during						
{ 1921-22	35	25	60			
{ 1925-26 ..	46	23	69			
{ 1926-27 .	49	21	70	...	..	.

245. There are two schools for the blind, one at Ranchi and another which was opened during the year 1922-23 at Patna. The Ranchi school is managed by the S. P. G. and had sixty children at the end of the quinquennium ; its total annual cost is now Rs. 7,065, towards which, in the year 1926-27, Government contributed Rs. 2,559 and the municipality Rs. 120. It has recently been housed in a spacious new building. The children are taught cane work, and to make mats, jharans and newar ; they also learn to read and write.

246. The school at Patna had ten children on the roll at the end of the quinquennium. Its cost last year was Rs. 1,438, to which Government contributed Rs. 1,200 and the Patna City municipality Rs. 180.

247. There is no school in the province for the education of deaf mutes, but there is a teacher at the Reformatory school who has been trained to teach the deaf-mute boys occasionally sent to that school. Certain district boards also sanction stipends to maintain deaf mutes at the Deaf and Dumb School in Calcutta.

248. Another special school which is usually mentioned in this chapter is that attached to the leper asylum at Purulia ; it has 143 pupils on its rolls. All of them are non-aboriginal Christians.

249. There is no institution in the province for the education of mentally deficient children, and there are no statistics to show the number of such children : indeed it would hardly be possible to collect such statistics unless both education and the medical inspection of all school children were made compulsory, and even the medical inspection of the children now attending primary schools has not yet been undertaken. The difficulty lies chiefly in the cost involved ; not only would it be necessary to have a large staff of medical officers, but, if the children found to be mentally defective are to be really benefited, it will also be necessary to open a number of schools in which they can be educated under the care of specially trained teachers.

CHAPTER XVII.

THE HAZARIBAGH REFORMATORY SCHOOL.

250. There has been little variation in the number of boys in the school, compared with the number at the end of the last quinquennium ; the number then was 350 in the school and

46 on licence, while the number on 31st March 1927 was 354 in the school and 36 on licence. In 1925-26 the number of admissions rose as high as 13, but the total fell to 127 in the year 1926-27; the decrease is said to be due to the fact that since September 1926 juvenile offenders from Calcutta and Howrah are being dealt with under the "Bengal Children Act, 1922" and are being sent direct to the Reformatory School at Alipur, but the number is not unusually small, for in 1922-23, for instance, the total was only 115. Owing to the large numbers still in the school, it is not yet possible to allow the boys the freedom which would otherwise be desirable, and it is still necessary to maintain the jail-like walls which surround the school. Every effort, however, is made by the superintendent to prevent the boys from feeling that they are living under jail conditions. At the close of the year 1926-27, 249 of the boys came from Bengal, 99 from Bihar and Orissa, and 6 from Assam; 194 were Hindus, 147 Muhammadans, six Indian Christians and seven aboriginals.

251. During the quinquennium the school was fitted with electricity, the plant being much improved last year by the addition of a second engine. A foundry has also just been opened and the workshop roof is being rebuilt. The equipment for teaching the different trades is being steadily improved as opportunities offer, and the school may now fairly be classed as an up-to-date technical school.

252. A wide variety of trades is taught, as may be seen from the following list: agriculture, painting and polishing, tin smithy, cane work, weaving, carpentry, blacksmithy, shoemaking, dhobi's work, book-binding, tailoring, fitting and turning, motor repairing, masonry, and typewriting. In addition to their industrial work, the boys receive a certain amount of literary instruction: the standard was formerly lower primary but has recently been raised to upper primary. Physical drill is also regularly practised and the boys' exhibition of drill at their annual sports is well worth seeing.

253. In addition to the regular school classes, a class called the artisan class, which boys who do not belong to the school can attend, was opened in April 1923; the number of such boys at the end of the quinquennium was 19.

254. The gross cost of the school in 1926-27 was Rs. 1,20,324, of which provincial revenues contributed Rs. 1,16,238. Of the balance Rs. 3,587 represents the sum credited into the

treasury on account of sale-proceeds from the workshop (over and above the amount spent on materials for private work) and from the farm and dairy. The other Rs. 499 was contributed by the Orissa Feudatory States.

255. The health of the boys has much improved during the quinquennium. The number of admissions to the hospital in 1926-27 was only 197 compared with 283 in 1922-23 and 415 in 1923-24; the latter figure was swelled by an epidemic of influenza and chicken-pox.

256. The after careers of the boys are illustrated by the following table:—

Period.	Employed.	Un-employed.	Reconvicted.	Placed under police surveillance.	Dead.	Untraced.	Total.
1	2	3	4	5	6	7	8
1917-22	354	20	79	19	5	36	507
1923-27	329	35	16	15	.	32	425

These results are encouraging: the percentage of boys who are known not to have relapsed into crime has risen from 73·8 to 85·7.

CHAPTER XVIII.

UNRECOGNIZED INSTITUTIONS.

257. These institutions fall into three classes (*a*) venture schools which have not yet secured recognition, (*b*) schools of the old indigenous type which do not follow any departmental course and (*c*) national schools. Too much reliance should not be placed on the figures for schools of any of these classes, but the information available indicates that the number of schools fell from 2,002 in 1921-22 to 1,807 in 1925-26 and 1,749 in 1926-27. The number of pupils in these years was 47,105, 42,712, and 42,998, respectively. The number of national schools is declining steadily: at the beginning of the five years there were about 400 such schools with 17,000 pupils, while on 1st July 1927 the figures were 36 and 1,841. One inspector mentions that some of the keenest supporters of national schools prefer to send their own children to schools recognized by Government.

CHAPTER XIX.

TEXT-BOOKS, PUBLICATIONS AND LITERARY SOCIETIES.

258. During the year 1923-24 the number of members of the text-book committee was reduced from 21 to 15 on the advice of the committee on primary and secondary education. In 1925-26, in consequence of a resolution adopted by the Legislative Council, the number of members was raised again from 15 to 21. The constitution now is :—

The Director of Public Instruction, President *ex-officio*.
Four members to be elected by the Board of Secondary Education.

Four members to be nominated by Government from among the elected members of district boards and municipalities.

Two members to be nominated by Government from among the non-official members of the Legislative Council.

Two teachers to be nominated by the Director of Public Instruction to represent boys' education.

One teacher to be nominated by the Director of Public Instruction to represent girls' education.

One Inspector of schools to be nominated by the Director of Public Instruction.

The Deputy Directress of Public Instruction.

Four members to be nominated by Government to represent special and unrepresented or inadequately represented interests.

The Registrar of Examinations, member and secretary *ex-officio*.

259. The nature of the work of the text-book committee has also been altered. Previously all books, whether they were intended as text-books or as prize or library books, were submitted to the committee. The result was that the list of books approved by the committee was too long to be of much use; in my last quinquennial report I mentioned that the list of approved books then contained the names of 3,243 books and covered 355 pages. In the year 1923-24 it was decided that prize and library books need not be considered by the committee; the choice of these is now left to the discretion of headmasters, but inspectors in the course of their inspections are expected to see that undesirable books are not bought. A change has also been made in regard to text-books; previously it was the custom

to approve a large number of books, but since the year 1923-24 the committee has not been permitted to approve more than three books in any subject for any one class. This has effected a great reduction in the size of the approved list; one inspector's comment on this is that "some old favourites amongst text-books are not to be found in the list, much to the annoyance of headmasters who have used them for years".

260. The number of text-books received for consideration during 1926-27 was 616, and the number left over from the previous year, on which a final decision had not been given, was 921. The number of books, on which a final decision had not been reached by the end of the year, was reduced to 889. This figure should be greatly reduced in 1927-28, for publishers are beginning to realise that the committee now deals only with text-books and in consequence the number of books submitted in 1926-27 was much lower than in 1925-26, when it was 1,053.

261. The work of secretary to the text-book committee is still done by the Registrar of Examinations. The cost of the committee was Rs. 1,000 for remuneration to reviewers, Rs. 1,643 on account of travelling expenses and Rs. 3,388 as its share of the cost of the office of the Registrar of Examinations.

262. The work of cataloguing the Persian and Arabic manuscripts in the Oriental Public Library continued during the five years. By the end of 1921-22, seven volumes had been published; during the last five years volumes VIII, IX and X have been printed, together with a second part of Volume V.

263. The Senior Teachers' Manual was published, after considerable delay, in the four vernaculars of the province in January 1927.

264. During the five years the district committee in the Santal Parganas published a hand-book of nature-study lessons for the infant classes in Santali. It also completed and sent to the press a Santali arithmetic for the lower primary classes and a Santali version of the Junior Teachers' Manual. A hand-book of geography lessons for the lower primary classes and a text-book for *deshi hisab* in Santali are being compiled and, when these are completed, a hand-book of nature-study lessons for the lower primary classes will be taken up.

265. A new edition of the Education Code was published in 1925.

266. An Oriya edition of "Life, light and cleanliness", a book which deals in a simple manner with hygiene and sanitation, was published in 1925, and revised editions of the

book in Hindi and Urdu were published in 1926. The manual for the Mackenzie school course, approved by the St. John Ambulance Association for the teaching of first aid, sanitation and hygiene, which had already been translated into Hindi, Urdu and Bengali, was translated into Oriya. In the Balasore district a number of booklets relating to malaria, cholera, small-pox and village sanitation were distributed to primary and middle schools.

267. A pamphlet by Mr. A. H. Mackenzie, Director of Public Instruction in the United Provinces, on the work of the League of Nations has been reprinted with the author's permission and circulated to high schools.

268. A sum is placed annually at my disposal for expenditure on useful literature and the average amount spent on this head during the five years has been Rs. 2,999.

269. The Bihar and Orissa Research Society is active, and its journal is now published regularly every quarter. A building is under construction for the provincial museum which will also accommodate the office of this society.

270. The number of literary societies submitting returns rose during the five years from 77 to 97, and in Chota Nagpur there were also 12 circulating libraries.

CHAPTER XX

MISCELLANEOUS.

271. The number of hostels continues to rise steadily, though there was a small decrease in the number of boarders last year. The figures are 548 hostels with 15,777 boarders in 1921-22, 621 hostels with 23,293 boarders in 1925-26 and 636 hostels with 22,634 boarders in 1926-27. More hostels are required for middle schools; at present most of these schools only serve the pupils in their immediate vicinity.

272. In 1921-22 the students' residence committee at Patna had 9 hostels under its direct management and 7 aided hostels. The number of boarders at the end of March was 164 and the average for the year 231. The net cost of the scheme to Government was Rs 17,963 which comes on an average to Rs. 77½ for each boarder. In 1925-26 there were 13 managed hostels and one aided, besides 5 unaided hostels managed by different communities. The number of boarders at the end of March was 316 and the average number in the hostels managed

or aided by Government was 257. The net cost to Government was Rs. 12,125 giving an average of Rs. 47 a head. Last year there was 14 managed hostels and one aided, besides 5 communal hostels as before. The number of boarders at the end of March was 352 and the average number in the hostels managed or aided by Government was 274. The net cost was Rs. 13,585, giving an average of Rs. 49½ for each boarder. These figures show that the scheme is appreciated and is doing useful work, but the fact remains that it is impossible to hire in Patna houses suitable for the accommodation of students; in particular private houses seldom have sufficient sanitary conveniences for a large number of boarders. The question of constructing hostels to replace those now rented has been under consideration for many years. It seems likely, however, that a solution will be found not by building hostels to be placed under the control of the students' residence committee, but by providing more hostels for the different colleges and schools. Action in this direction was impossible until the future home of the university was decided, but by the end of 1927 large new hostels will have been constructed for the Patna Training College, Patna collegiate school, Patna training school and Patna College, while hostels for the B. N. College and Patna Law College should also be started shortly. The completion of these buildings will afford a great deal of relief.

273. The inspector in charge of the hostels at Patna was also placed in charge of the local primary schools in the year 1922-23 and has now 40 such schools under his care.

274. The students' residence committee at Cuttack is charged with the supervision of the Kathjori hostel, which is managed by Government, and of the students living in messes in the town. Five years ago there were 20 students in the Kathjori hostel and 118 in messes; now the figures are 85 and 113. The cost of the scheme in 1921-22 was Rs. 3,262. This year the net cost has been Rs. 2,691.

275. The question of vocational education was discussed by a representative committee appointed by Government in the year 1922. Orders were passed on the committee's recommendations in the year 1925. These deal both with vocational education in special schools, which fall mainly under the control of the Director of Industries, and with vocational education in ordinary schools. As regards the latter the committee considered that so far as primary schools are concerned nothing is required beyond making the teaching of school-gardening, nature-study, clay-modelling and paper work as efficient as possible. For

middle schools they recommended the introduction of vocational subjects with a definite economic object, and accordingly arrangements are now being made or have recently been made to start as an experiment five classes in agriculture, five in carpentry, two in weaving and seven in tailoring. How far these will be successful it is as yet too early to judge. As regards high schools the committee emphasized the importance of manual training and science; manual training is now taught in eleven schools, elementary physics and chemistry in fourteen schools, and botany in one school. In addition to these subjects the committee recommended many others for consideration. Of these, commerce is now taught in three schools, office work in six and drawing up to the school leaving certificate standard in fourteen. It should be added that the teaching of drawing in the classes from IX downwards is compulsory and that during the five years the number of well-qualified drawing-masters employed at the Government high schools has been raised from 11 to 17. In those schools in which arrangements for science or manual training, or both, have been made, instruction in those subjects is compulsory in classes VIII and IX and optional in classes X and XI.

276. In accordance with a recommendation of the Legislative Council, orders were issued in 1924 that spinning was to be a compulsory subject for girls over ten years of age and an optional subject for boys over that age in primary schools. In the latter case the cotton was to be provided locally and was not to be a charge on public funds. It is reported that there is now very little local enthusiasm for the subject, though in Shikhabad, where the district board was careful not to start on too large a scale, the progress made is described in the following extract from the district inspector's report:—

Spinning was introduced last year in 8 upper primary schools which continued to work systematically throughout the year under report. In the last year it was introduced in 10 other upper primary schools. A *charkhi* inspector on Rs. 30 a month has been appointed by the district board. Cotton was provided for the schools by the sub-committee out of local subscriptions and the yarn spun by the boys was collected monthly by the *gurus* and deposited with the board. More than 600,000 yards of yarn were reported to have been spun in the year under report.

277. The question of religious instruction was considered at length by the committee appointed to advise Government on the subject of primary and secondary education. They considered that sufficient attention was not being given to moral instruction in denominational schools; that effective moral

instruction could not be given without reference at least to the general principles common to all forms of religion ; and that steps should be taken to improve moral instruction and to introduce religious instruction. On their advice Government decided that in all aided non-denominational schools religious instruction should henceforth be given for at least two periods a week within school hours. It is ordinarily given by selected members of the school staff, but honorary teachers approved by the headmaster may be introduced from outside as well, if necessary. If examinations are held on the subject, the school authorities as such have no concern with them, but pupils are required to attend the religious instruction provided for their particular community in the same way as instruction in secular subjects, unless their guardians desire them to be exempted. The choice of the text-books is left to the religious teacher in each case. No rules have been laid down for unaided schools, and denominational schools are allowed to make their own arrangements, but they have been requested to afford facilities to boys of other religions to offer their prayers in mosques and temples. That the subject of religious instruction presents many difficulties may be gathered from the following extract from the report of one of the inspectors :—

In most of the high schools religious instruction is a mere matter of form and complaints have been received now and then that teachers foster feelings of communal hatred in their pupils by their advice, action and teaching. Sometimes acts of disobedience and strikes are justified on religious grounds, and mutual ill-feelings and recriminations among Muhammadan and non-Muhammadan boys in a school are becoming every day more and more acute. The religious instruction imparted to the Muhammadan boys has, no doubt, done them good in that they now say their prayers with greater regularity and in larger numbers than heretofore, but I have not been able to notice any Hindu student imbibing religious ideas or assimilating them with any advantage. Moreover, there are so many differences in the faiths of the various sects of Hindus that it is impossible to arrange proper religious instruction for all of them. With regard to Hindu boys I would not have any thing more than moral instruction either direct or indirect.

278. Hygiene is a compulsory subject in middle and primary schools in classes III to VII and the regulations of Patna University require that every regular candidate for the matriculation examination must produce a certificate of having attended a course of not fewer than 10 lectures in that subject delivered by a medical man of a status not lower than that of an assistant surgeon. The lectures in high schools are delivered by the school medical officers mentioned below. These officers also deliver lectures in the secondary training schools,

279. Grants to enable instruction to be provided in first aid are given to Government high schools and secondary training schools. These, however, do not always seem to lead to good results, for the Indian Council of the St. John Ambulance Association have found it necessary to write as follows in their report for the year 1926 :—

The year under review did not record any improvement in the state of ambulance work in this province. The attitude of the public towards the movement was one of general apathy which had its repercussions on the workers. Most of the centres were in a moribund condition and their financial condition was anything but satisfactory. The number of students trained, of lectures delivered and of applications received for certificates in first aid and other examinations continue to be on the decline.

Mention is made in the same report of the first-aid classes held at the Hazaribagh Reformatory school and the zila schools at Hazaribagh, Motihari, Daltonganj, Balasore, Sambalpur, Puri and Ranchi.

280. The system of medical inspection of schools introduced in the year 1920-21 has not hitherto been a great success. In that year one medical officer was appointed for the high schools and secondary training school in each division and one for the girls' schools throughout the province. Unfortunately at that time there was no separate cadre for the medical officers employed under the department of public health and the school medical officers were constantly seeking and obtaining regular employment elsewhere. The result was much disturbance of work ; for instance in one division there were no less than five different school medical officers during the year 1925, while the post of lady school medical officer was vacant for some years. With effect from 1st March 1926, however, the posts of the five school medical officers and one lady school medical officer have been made permanent on a time scale pay of Rs. 200—25-2—400 with a compensatory allowance of Rs. 50—25-5—150, and the permanent appointment of five assistant school medical officers has been sanctioned on a time-scale pay of Rs. 75—5—100—5-2—110 with a compensatory allowance of Rs. 30 a month. This should place matters on a much more satisfactory footing.

281. Arrangements are made annually for the supply of quinine by the department of public health to some 50 schools in places where it is required and its regular distribution can be guaranteed. The expenditure incurred every year averages about Rs. 2,000. In 1926-27 the number of schools so supplied was 53. The Balasore district board also supplied quinine to the elementary training schools and middle schools and to some of the primary schools in that district.

282. At the end of the last quinquennium arrangements were made with the Y. M. C. A. for the appointment of a part-time director of physical education. This plan worked well for some time, but unfortunately the Y. M. C. A. closed down their work at Patna during the year 1924-25. Two young men were then sent to the Y. M. C. A. school at Madras for a course of instruction and have since been appointed to be inspectors of physical education, one in Patna and Tirhut and the other in the three remaining divisions. The appointment of a director in the provincial service is also under consideration. The two inspectors devote most of their time to Government high schools and secondary training schools and I am arranging for them also to hold courses for the drill-masters of other schools. The inspector stationed at Ranchi complains bitterly of the physical and general unsuitability of some of the drill-masters at present employed. School committees would do well to consider the possibility of transferring these men to other work and appointing in their place younger men more likely to profit by the inspector's advice.

283. A provincial association of boy scouts was formed at Patna in June 1921. In that year there were six troops with 221 scouts. The approximate figures now are 300 troops and 9,000 scouts, in addition to 70 packs of cubs. A new building for the headquarters of the association is under construction at Patna. The movement is commonly reported to be doing very good work, though a warning note is sounded in the following extract from the Patna report :—

Unless some sort of supervision over the troops raised in school is kept by a scout officer, I am afraid the movement will do harm instead of doing good. Signs are not wanting that members of troops sometimes combine to do mischief. The troops of the . . . high English school had to be disbanded as the two camps of Hindu and Muhammadan scouts were found to be bent upon engaging themselves in a fight over a frivolous dispute.

The boy scouts association received an annual grant of Rs. 5,000 from Government in the year 1924 and the figure has since been raised to Rs. 10,000. In addition, Government made a substantial grant towards the cost of the new headquarters building.

284 There are companies of girl guides at Patna, Ranchi, Chaibassa, Hazaribagh, Barbarwa, Pathra, Deoghar, Gaya, Cuttack and Balasore, with a total strength of 430 guides, 91 blue birds and 16 cadets, with 31 officers. There are two

Commissioners and one Provincial Commissioner. It would appear that the time will soon come for this association also to ask Government for a grant to enable it to extend its activities.

CHAPTER XXI.

CONFERENCES AND COMMITTEES.

285. A number of important committees were appointed during the five years and their reports have done much to influence the policy of Government. The following should be specially mentioned :—

- (1) The committee of 35 members appointed to consider the whole subject of primary and secondary education. This committee was appointed as the result of a resolution passed by the Legislative Council in the year 1920-21 and submitted a comprehensive report during the year 1922-23.
- (2) The committee appointed, also as the result of a resolution passed by the Legislative Council in the year 1920-21, to advise on the subject of vocational education. This committee submitted its report in 1923-24.
- (3) A committee appointed to consider two alternative schemes for the development of the teaching of arts and science at Patna. This led to the resolution adopted by the Legislative Council in January 1925 in favour of expansion on the present site.
- (4) A committee appointed to advise Government on the subject of the pay of college teachers. The committee reported in September 1924 and action has been taken on its recommendations.
- (5) A committee appointed, in accordance with the advice of the larger committee first mentioned above, to advise on the subject of elementary training schools. This committee also reported in the year 1924-25 : orders have been passed on its recommendations and detailed proposals are now in preparation.
- (6) A committee appointed during the year 1925-26 to consider certain questions regarding higher teaching in the external colleges in Bihar

Orders were passed last year accepting the committees's recommendations, of which the chief are as follows :—

- (a) It is not desirable that post-graduate instruction in any arts subject should be given either at the Greer Khumihar Brahman College or at the Tej Narayan Jubilee College instead of at Patna ;
- (b) Honours in physics and chemistry should not be granted at Bhagalpur or at Muzaffarpur until the new laboratories at Patna have been completed and the accommodation required has thus been tested by experience.
- (c) Subject to (b) above, requests for admission in additional subjects or to higher standards in existing subjects should be dealt with on the following principles :—
 - (i) If the Governing Body of a college submits more than one application for admission in a new subject or to a higher standard, it should arrange its applications in order of preference.
 - (ii) Preference should be given, among those subjects recommended by the Governing Bodies, to such as are not taught anywhere in the province up to the standard concerned.
 - (iii) Government should aim at equalizing the range of subjects taught at Muzaffarpur and at Bhagalpur.
 - (iv) In determining at which centre a particular subject should be introduced, the number of students likely to take it up should be considered.
- (7) A committee appointed to advise Government on the subject of Sanskrit education. Its report has recently been received and published.
- (8) A committee appointed to advise Government on the development of the principal vernacular languages and literature of the province. This committee has recently concluded its deliberations.

286. An important conference, attended by the chairmen of district boards and a number of inspecting officers and others, was held at Ranchi on August 31st, 1925, and the following days with the Hon'ble Minister for Education in the chair. This conference did a good deal to bring about a better understanding between the local bodies and Government with regard to the control of education. Another useful discussion of the same nature was held at Gaya in September, 1926, the Hon'ble Minister presiding and representatives of the district board and the education department being present.

287. A conference of the divisional inspectors and the inspectresses was held every April. Similar conferences were held regularly by the inspectors, district inspectors and

sub-inspectors. In Tirhut the divisional conference is now held at each Government high school in turn and a suggestion to the same effect is made by another inspector in his report.

288. The work of the advisory committee for Indian students proceeding to England was handed over to the university during the year 1926-27 and has therefore been mentioned in chapter IV above.

CHAPTER XXII.

CONCLUSION.

289. The results of the educational work accomplished during the third quinquennium in the life of the province are in many ways encouraging. The last review was written at a time when the province was suffering from economic troubles, and the attendance at schools had been seriously affected by the non-co-operation movement. The last five years have on the whole been a period of prosperity, though the Orissa division has suffered from floods and from severe outbreaks of malaria. The greater prosperity has meant more funds for education, and the provision of more funds has meant more pupils as may be seen from the following table :—

	Expenditure from public funds.	Number of pupils.
1	2	3
	Rs.	
1911-12	27,20,808	753,445
1916-17	47,04,104	845,025
1921-22	73,59,929	810,382
1926-27	1,21,65,212	1,108,494

290. Our colleges can, I think, fairly claim comparison with those of any other province. Their average direct cost is Rs. 94,550 against an average of Rs. 70,227 for India in 1924-25 and we spend on them directly from public funds Rs. 33,065 per million of the population against an all-India average of Rs. 43,141. The number of students attending the colleges, however, is far below the average for India, the figures being 132 and 333 per million, respectively.

291. Our direct expenditure from public funds on secondary education per million inhabitants is far below the average for India, being Rs. 20,917 for high schools and Rs. 20,335 for middle schools against Rs. 56,029 and Rs. 42,924. In this case the average direct cost of our schools is a little below that for India as whole but again the number of pupils is far below the average, being 1,147 per million for high schools against 2,883 and 1,847 per million for middle schools against 3,359.

292. In the matter of primary education the position is different. Here our enrolment is nearly up to the average for India, being 27,696 per million against 29,584. Our direct expenditure from public funds, however, is only a little more than half of the average for India, the figures per school being Rs. 185 against Rs. 340 and per million of the population Rs. 1,08,305 against Rs. 1,93,694.

293. The inference to be drawn from these figures would seem to be that the time has come to call a halt in public expenditure on colleges, at any rate until full use is made of the facilities already available: that we need a larger number of secondary schools and that in primary education it is improvement rather than expansion that should be the first consideration. For mass education we need more teachers and better teachers rather than more schools, and for this we require much more money.

294. My thanks are due to the many persons, official and non-official alike, whose efforts have contributed to the progress made during the five years.

PATNA :
The 6th August 1927.

G. E. FAWCUS,
Director of Public Instruction,
Bihar and Orissa.

APPENDIX I

Statement showing the percentage of Indian children at school to Indian children of school-going age in each district in 1921-22 and 1926-27.

District.	Number of children of school-going age.			Number of children at school			Percentage of children at school to children of school going age.			
	Boys	Girls	Total.	Boys	Girls.	Total	Boys.	Girls.	Total.	
1	2	3	4	5	6	7	8	9	10	
Patna	1921-22	121,155	114,988	236,143	45,611	4,598	50,207	37.6	3.9	21.2
	1926-27	121,155	114,088	236,143	60,760	5,648	66,408	50.15	4.9	28.1
Gaya	1921-22	161,200	161,739	322,939	49,636	10,415	59,041	30.1	6.4	18.2
	1926-27	161,200	161,739	322,939	64,995	6,324	71,319	40.3	3.9	22.09
Shahabad	1921-22	134,342	138,162	272,524	59,937	2,132	42,069	39.7	1.5	15.4
	1926-27	134,535	138,341	272,876	62,022	2,058	64,080	38.7	1.9	20.64
Total for Patna Division	1921-22	416,697	414,908	831,606	134,174	17,143	151,317	32.1	4.1	18.1
	1926-27	416,590	415,068	831,658	177,777	14,630	192,407	42.6	3.5	23.1
Saran	1921-22	169,653	181,140	350,793	31,126	1,058	32,184	18.3	.5	9.1
	1926-27	169,653	181,140	350,793	61,803	2,806	64,789	36.4	1.6	16.4
Champaran	1921-22	145,372	145,354	291,126	22,920	3,076	26,005	15.7	3.1	8.9
	1926-27	145,272	145,854	291,126	41,035	5,002	46,097	28.7	3.4	16.04
Muzaffarpur	1921-22	198,748	214,403	413,341	39,080	5,611	45,201	19.9	2.6	10.9
	1926-27	198,748	224,493	413,241	70,512	5,929	76,341	35.5	2.7	18.5
Darbhanga	1921-22	213,108	223,921	437,029	48,167	6,205	54,392	22.6	2.7	12.4
	1926-27	213,108	223,921	437,029	83,747	10,338	94,065	39.3	4.6	21.5
Total for Tirhut Division	1921-22	726,181	765,408	1,492,389	141,922	15,950	157,572	19.5	2.0	10.5
	1926-27	726,981	765,408	1,492,389	257,847	24,065	281,912	35.5	18.9	18.9
Monghyr	1921-22	150,829	153,667	304,496	44,551	7,087	51,638	29.5	4.5	16.9
	1926-27	157,829	155,667	304,496	64,201	7,174	71,375	42.6	4.7	23.4
Bhagalpur	1921-22	152,158	152,908	305,066	38,283	7,510	45,793	25.1	4.9	15.0
	1926-27	152,158	152,908	305,066	50,347	7,455	57,802	37.03	4.9	20.9
Purnea	1921-22	154,500	147,191	303,691	34,084	6,129	40,163	21.7	4.1	13.2
	1926-27	156,500	147,191	303,691	59,070	6,985	67,055	31.9	4.7	18.8
Santal Parganas	1921-22	134,381	135,415	269,796	39,403	5,008	44,491	29.3	3.6	16.4
	1926-27	134,381	135,415	269,796	51,988	5,248	57,236	38.7	3.9	21.2
Total for Bhagalpur Division	1921-22	593,868	589,181	1,183,049	156,351	25,734	182,085	26.3	4.3	15.3
	1926-27	593,868	589,181	1,183,049	222,606	28,862	249,468	37.5	4.5	21.08

APPENDIX I—concl'd.

District.	Number of children of school-going age.			Number of children at school.			Percentage of children at school to children of school-going age.			
	Boys	Girls	Total	Boys.	Girls	Total.	Boys	Girls	Total.	
1	2	3	4	5	6	7	8	9	10	
Cuttack	1921-22	142,881	166,820	309,701	74,956	15,688	90,644	52.4	9.5	20.3
	1926-27	142,891	166,820	309,701	76,577	15,745	92,322	53.6	9.4	20.8
Balasore	1921-22	69,919	77,157	147,076	35,668	8,803	44,461	60.9	11.4	30.3
	1926-27	69,918	77,157	147,075	36,084	8,129	44,213	51.9	10.5	30.08
Puri	1921-22	68,332	74,416	142,748	29,204	5,449	34,653	42.8	7.2	24.2
	1926-27	68,332	74,416	142,748	32,068	5,843	37,911	46.9	7.9	26.6
Sambalpur	1921-22	58,184	60,238	118,420	13,434	2,652	16,086	23.0	4.4	13.5
	1926-27	58,184	60,238	118,420	19,321	3,907	23,228	33.2	6.5	19.6
Angul	1921-22	13,304	14,083	27,387	7,196	1,922	9,118	54.0	13.6	33.2
	1926-27	13,304	14,083	27,387	6,645	1,237	7,882	49.9	8.8	28.8
Total for Orissa Division.	1921-22	352,619	392,712	745,331	160,568	34,634	195,192	45.5	8.8	26.1
	1926-27	352,618	392,712	745,331	170,695	34,881	205,556	49.4	8.8	27.6
Hazariabah	1921-22	93,603	97,939	191,542	18,318	2,056	20,374	19.5	2.0	10.6
	1926-27	93,603	97,939	191,542	23,511	1,985	25,476	25.1	2.0	13.3
Ranchi	1921-22	98,789	101,382	200,171	31,997	6,610	38,613	32.3	6.5	19.2
	1926-27	98,789	101,382	200,171	46,366	8,844	55,210	46.9	8.7	27.6
Palamau	1921-22	55,105	54,903	110,008	7,860	1,121	8,981	14.2	2.0	8.1
	1926-27	55,105	54,903	110,008	15,053	1,731	16,783	27.3	3.2	15.3
Manbhum	1921-22	119,911	112,406	232,317	35,026	2,180	37,156	20.9	1.9	16.0
	1926-27	119,911	112,406	232,317	52,057	3,681	55,718	43.4	3.3	23.9
Singhbhum	1921-22	57,000	58,910	115,916	13,820	1,253	15,073	24.2	2.2	13.2
	1926-27	57,006	58,910	115,916	18,427	1,672	20,099	32.3	2.9	17.3
Total for Chota Nagpur Division.	1921-22	424,414	423,540	847,954	107,621	13,206	120,227	25.2	3.1	14.1
	1926-27	424,414	423,540	847,954	155,413	17,873	173,286	36.6	4.2	20.4
Grand Total	1921-22	2,514,679	2,585,750	5,100,339	699,976	106,717	806,693	27.8	4.1	15.7
	1926-27	2,514,772	2,585,909	5,100,681	984,339	116,291	1,102,629	39.1	4.6	21.6

APPENDIX II.

Statement showing particulars of the *madrāsas, maktabas, tols* and Sanskrit *pathshalas* in Bihar and Orissa for the year 1926-27.

Particulars.	Classed in general table I as "primary schools"	Classed in general table I as "other schools."	Classed in general table I as "unrecognized institutions."	Total.
1	2	3	4	5
MADRASAS.				
1. Institutions	{ for males	37	37	74
	{ for females . . . . .	...	...	...
2 Pupils	{ males	2,605	1,920	4,525
	{ females . . . . .	...	7	7
3. Expenditure from provincial funds .. .	...	Rs 39,580	...	Rs. 39,580
4. Expenditure from district or local funds . . . . .	...	...	...	...
5. Expenditure from municipal funds	—	360	..	360
6. Fees ... . . . .	...	1,033	847	1,880
7. Other sources . . . . .	...	60,859	27,558	88,417
8. Total expenditure ... ..	...	Rs 1,01,752	Rs. 38,405	Rs. 1,30,157
MAKTABS.				
1. Institutions	{ for males	2,629	229	2,858
	{ for females	848	51	909
2 Pupils	{ males	65,373	4,983	70,356
	{ females	21,011	1,030	22,041
3 Expenditure from provincial funds .. . . .	...	Rs 10,332	...	Rs 10,332
4 Expenditure from district or local funds . . . . .	...	2,66,205	..	2,66,205
5. Expenditure from municipal funds .. . . .	...	43,042	..	43,042
6 Fees . . . . .	...	66,312	4,762	71,074
7. Other sources ... ..	...	80,469	14,298	94,767
8. Total expenditure ... ..	...	Rs. 4,88,360	10,060	Rs. 5,05,420

APPENDIX II—concl'd.

Statement showing particulars of the *madrasas, makhtabs, tols* and Sanskrit *pathshalas* in Bihar and Orissa for the year 1926-27—concl'd.

Particulars.	Classed in general table. 1 as "primary schools."	Classed in general table 1 as "other schools"	Classed in general table 1 as "unrecognized institutions"	Total.
1	2	3	4	5
TOLS.				
1. Institutions ...	{ for males . . .	260	23	283
	{ for females . . .	..	1	1
2. Pupils ..	{ males . . .	8,025	455	8,480
	{ females . . .	..	6	6
3. Expenditure from provincial funds ...	..	Rs. 61,536	..	Rs. 61,536
4. Expenditure from district or local funds . . .	..	..	..	..
5. Expenditure from municipal funds ...	..	360	..	360
6. Fees ..	..	954	110	1,064
7. Other sources . . .	..	1,35,043	3,142	1,38,185
8. Total expenditure ...	..	Rs. 1,97,893	Rs. 3,252	Rs. 2,01,145
SANSKRIT PATHSHALAS.				
1. Institutions ...	{ for males ...	761	42	803
	{ for females ...	1	..	1
2. Pupils ..	{ males ..	18,825	929	19,754
	{ females ..	175	2	177
3. Expenditure from provincial funds ..	..	..	..	..
4. Expenditure from district or local funds . . .	..	Rs. 69,456	..	Rs. 69,456
5. Expenditure from municipal funds . . .	..	3,517	..	3,517
6. Fees ..	..	3,932	87	4,019
7. Other sources ...	..	1,10,916	1,587	21,503
8. Total expenditure ...	..	Rs. 96,881	Rs. 1,674	Rs. 98,555

APPENDIX III

APPENDIX

Statement showing the work of the

Names of Missions.	Colleges for Indians.		High schools for Indians.		Middle English schools for Europeans.		Middle English schools for Indians.		Middle vernacular schools for Indians.		Primary schools for Europeans.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
	2	3	4	5	6	7	8	9	10	11	12	13
(1) CHRISTIAN MISSIONS.												
(a) British.												
1. The Baptist Missionary Society of London.	1	203	1	146	2	208	1	238	...	..
2. The Baptist Zenana Mission	1	58	...	...	...	.
3. The Church of Christ	1	72	.	.	..	..
4. The Church Missionary Society	1	530	..	..	4	654	1	183	..	...
5. The Church of England Zenana Mission
6. The Dublin University Mission	1	220	1	234	..	..	...	...	.	...	..	...
7. The Irish Christian Brothers	1	196	..	..	...	...	...	...
8. The Salvation Army
9. The Society for the Propagation of the Gospel.	2	653	2	109	5	880	1	223	..	.
10. The United Free Church of Scotland
11. The Wesleyan Missionary Society.
(b) Non-British.												
12. The American Baptist Foreign Missionary Society.	1	178	..	..	1	81	..	..	..	...
13. The American Methodist Episcopal Church.	2	74	1	110	.	..
14. The American United Missionary Society, Mennonite Brethren in Christ.
15. The Church of God
16. The Gossner Evangelical Lutheran Mission.	1	440	..	..	7	1,532	...	..	..	...
17. The Hephzibah Faith Mission
18. The Open Brethren.
Carried over	...	1	220	7	2,217	4	461	23	3,540	4	753	..

different Missions in 1926-27.

Primary schools for Indians.		Training schools for Indians		Other special schools for Indians		Total.		Expenditure from—					
Institutions.	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions.	Pupils	Government funds	Local funds.	Fees	Mission funds.	Other sources	Total.
14	15	16	17	18	19	20	21	22	23	24	25	26	27
13	812	1	25			19	1,132	28,461	2,384	16,718	17,760	10,300	73,623
		1	13			2	70	6,000	..	768	11,520	...	18,288
...	..	..	..			1	72	793	..	880	456	..	2,129
33	987	1	10	6	292	45	2,633	24,320	3,394	20,230	18,083	9,059	75,086
10	509			..		10	509		1,584		3,480	4,680	9,744
33	983			1	4	35	1,45	29,772	6,056	20,997	5,612	16,133	84,470
						1	198	29,883	..	35,805	3,000	10,170	78,838
1	50	...				1	50		240		160		420
73	2,761	2	56	3	97	88	4,769	39,405	13,747	39,406	40,590	397	1,26,494
135	2,676	...		...		135	2,576		9,206	259	1,479	...	10,937
1	44	...	...	...		1	44	352	...	...	544	...	896
14	387		...	2	126	18	772	11,358	1,500	5,727	45,585	...	64,558
5	198			...		8	382	2,083	420	828	20,391	563	24,895
2	70			...	...	2	70	...	156	24	1,850	...	1,830
1	52	..		1	35	2	77	1,190	..		1,567	1,644	4,401
122	4,173	1	24		..	131	6,168	13,578	11,341	13,287	35,730	84	73,920
1	35			...	..	1	35		420	...	1,066		1,486
5	36	...				5	36		562	36	1,212	...	2,110
447	13,408	6	133	13	554	604	21,341	1,85,783	51,616	1,53,768	2,09,904	23,060	6,54,125

APPENDIX

Statement showing the work of the

Names of Missions.	Colleges for Indians.		High schools for Indians.		Middle English schools for Europeans.		Middle English schools for Indians.		Middle vernacular schools for Indians.		Primary schools for Europeans.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Brought forward ...	1	220	7	2,217	4	461	23	3,549	4	754	...	...
19. The Pentecost Mission ...	..	..	..	..	..	..	..	..	..	..	..	..
20. The "Regions Beyond" Missionary Union.	...	...	..	..	..	..	1	223	..	..	..	..
21. The Roman Catholic Missions:—												
(1) The Society of Jesus ...	...	...	1	433	..	..	5	728	2	681	..	..
(2) The congregation of St. Francis de Sales (including the Nuns of St. Joseph of Anney at Cuttack) ...	...	...	..	..	..	..	..	..	..	..	1	82
(3) The Sisters of the Holy Order, Switzerland.	...	...	..	..	2	258	..	..	..	..	..	..
(4) The sisters of the I. B. V. M.	...	...	..	..	1	260	..	..	..	..	..	..
22. The Santal Mission of the Northern Churches.	...	...	..	..	..	..	1	288	1	214	..	..
(3) OTHER MISSIONS.												
23. The Hindu Mission ...	...	...	..	..	..	..	..	..	..	..	..	..
24. The National Missionary Society.	...	...	..	..	..	..	..	..	..	..	..	..
25. The Brahmacharya Mission ...	...	...	..	..	..	..	..	..	1	81	..	..
26. The Vivekananda Mission ..	..	..	..	..	..	..	..	..	..	..	..	..
Total for 1926-27 ...	1	220	6	2,655	7	669	30	4,736	8	1,730	1	83
Total for 1921-22 ...	1	116	9	2,635	4	543	24	2,745	10	1,585	...	...

III—*conold.*

different Missions in 1926-27—*conold.*

Primary schools for Indians.		Training schools for Indians		Other special schools for Indians.		Tot I		Expenditure from—					
Institutions	Pupils.	Institutions.	Pupils	Institutions.	Pupils	Institutions	Pupils.	Government funds	Local funds	Fees.	Mission funds.	Other sources.	Total.
14	15	16	17	18	19	20	21	22	23	24	25	26	27
447	13,463	6	133	13	514	206	21,361	1,66,783	51,610	1,53,708	2,09,004	53,000	3,54,136
1	12	...	..	...	..	1	12	...	54	...	120	...	180
7	227	..	...	1	15	9	465	...	...	2,251	1,548	555	4,354
392	9,919	2	36	6	349	408	12,146	18,162	18,705	10,498	58,029	1,478	1,07,782
..	...	..	..	..	..	1	82	8,672	...	2,391	...	3,001	14,004
1	27	1	9	1	33	6	327	4,100	180	...	17,704	...	21,984
..	...	...	...	...	...	1	200	25,010	...	20,960	4,003	12,360	64,101
8	360	1	8	1	34	12	913	7,690	1,510	1,170	32,55	...	43,132
2	103	..	..	...	...	2	103	..	100	...	256	...	353
1	63	...	...	...	...	1	63	...	240	...	50	...	290
...	...	...	...	1	99	2	160	...	240	...	1,180	..	1,420
3	63	..	..	...	...	3	83	..	300	..	552	...	852
862	24,266	10	186	23	1,003	950	35,977	2,60,507	72,943	1,91,047	3,27,731	70,483	9,13,710
879	23,474	8	151	15	788	950	32,037	1,33,881	53,408	94,221	2,47,094	16,638	5,46,332

APPENDIX IV.

Statement showing under different heads the expenditure on buildings, furniture and apparatus during the five years 1921-22 to 1926-27.

Years and sources of expenditure	Amounts expended on buildings, furniture and apparatus.								Total amount expended (as given in Cols. 22-27 of G. T. III A and B)
	Colleges.	High Schools.	Middle English Schools.	Middle Vernacular School.	Primary Schools	Special Schools.	Inspection	Patna University.	
1	2	3	4	5	6	7	8	9	10
1922-23	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
Government Funds	2,13,196	2,35,537	43,134	13,405	5,502	1,17,597	29,192	...	6,47,863
Local Funds	...	...	...	56,168	1,29,605	...	143	...	1,87,921
Municipal Funds	...	...	180	31	17,032	...	...	...	17,243
Other Sources	21,445	49,159	36,538	27,393	51,715	1,582	...	...	1,87,932
Total	2,34,641	2,74,696	79,852	98,997	2,03,854	1,19,479	29,340	...	10,40,859
1923-24	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
Government Funds	1,27,425	3,19,641	47,204	13,993	20,839	1,19,518	71,798	...	7,20,411
Local Funds	...	...	1,225	94,269	1,51,843	301	83	...	2,47,421
Municipal Funds	...	...	52	328	41,635	...	...	...	42,065
Other Sources	53,330	1,26,937	50,116	3,450	62,864	14,449	...	...	3,11,418
Total	1,80,755	4,46,578	98,909	1,12,039	2,76,025	1,34,268	71,881	...	13,21,346

1924-25.										
Government Funds	..	2,36,188	3,93,405	53,044	1,423	12,016	1,05,050	23,777	1,750	8,28,651
Local Funds	..	..	..	..	1,14,000	1,78,354	2,768	4,719	..	2,99,861
Municipal Funds	..	..	..	43	167	29,628	..	..	..	29,628
Other sources	..	20,930	1,68,464	64,590	4,855	1,06,018	44,893	..	..	4,13,748
Total	...	2,66,116	5,56,899	1,17,647	1,20,436	3,25,014	1,52,711	29,516	1,750	15,69,088
1925-26.										
Government Funds	...	8,48,122	3,91,069	58,635	1,520	13,005	46,536	19,297	1,13,205	14,94,089
Local Funds	..	..	..	7,189	1,85,361	2,63,065	2,654	119	..	4,58,402
Municipal Funds	..	..	..	457	494	39,629	..	..	..	40,580
Other sources	...	21,840	1,08,648	72,044	25,726	1,12,619	32,782	..	..	3,84,659
Total	...	8,60,962	5,04,317	1,38,319	2,18,121	4,27,318	71,972	19,416	1,13,305	23,57,730
1926-27										
Government Funds	..	15,45,697	4,30,911	1,02,110	6,500	9,107	1,91,319	41,919	89,841	24,09,768
Local Funds	...	..	..	37,024	2,38,014	4,32,431	259	88	..	6,97,617
Municipal Funds	...	..	..	832	291	37,651	..	..	..	38,974
Other sources	...	17,153	1,01,868	87,438	10,795	1,31,646	11,769	3,60,722
Total	..	15,62,850	5,32,779	2,27,402	2,55,600	6,01,030	2,03,208	41,998	89,841	35,07,299

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GENERAL TABLE I.

Classification of educational institutions in Bihar and Orissa for the official year 1926-1927.

	FOR MALES.						FOR FEMALES.						Remarks.
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
RECOGNIZED INSTITUTIONS													
University ... ..	.	.	.	1	.	1	...	...	...	...	...	.
<i>Colleges.</i>													
Arts and Science	3	..	.	3	.	6	.	.	.	..	..	..
Law	1	.	.	..	..	1	...	.	.	..	..	.
Medicine	1	.	.	...	..	1	...	..	.	...	...	...
Education	2	..	.	.	.	2	...	...	...	.	.	...
Engineering	1	.	...	...	...	1	..	...	...	.	.	...
Intermediate and 2nd grade Colleges	2	.	...	2	...	4	1	..	.	..	...	.	1
Total	10	...	.	5	...	15	1	...	.	...	..	.	1

High schools	...	...	29	...	...	83	28	135	3	...	..	2	...	4
Middle schools	English	..	7	27	4	248	35	331	1	..	..	15	1	17
		Vernacular	1	199	4	35	3	243	4	..	..	6	1	11
Primary schools	..	..	114	2,213	287	20,961	3,982	27,457(a)	6	98	55	2,380	251	2,790(b)
Total	...	...	145	2,439	295	21,327	4,048	28,155	13	98	55	2,403	253	2,832
SPECIAL SCHOOLS														
Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law	..	..	2	..	..	..	..	2	..	..	..	..	..	..
Medical	..	..	2	..	..	..	..	2	..	..	..	..	..	..
Normal and Training	..	..	121	..	..	3	1	125	5	..	..	6	..	11
Engineering (1)	..	..	1	..	..	..	..	1	..	..	..	..	..	..
Technical and Industrial	..	..	19	..	..	12	..	31(e)	..	..	..	9	3	12
Commercial (2)	..	..	..	..	..	3	7	10(d)	..	..	..	..	..	..
Agricultural	..	..	..	..	..	..	..	..	..	..	..	1	..	1
Reformatory	..	..	1	..	..	..	..	1	..	..	..	..	..	..
Schools for defectives	..	..	..	..	..	2	..	2	..	..	..	..	..	..
Schools for adults	..	..	..	..	..	..	1	1	..	..	..	..	..	..
Other schools	..	..	0	..	..	180	115	301	..	..	..	1	..	1
Total	...	...	162	..	...	200	124	476	5	..	..	17	3	25
Total for Recognized Institutions	...	...	308	2,439	295	21,432	4,172	28,646	19	98	55	2,420	256	2,848
Unrecognized Institutions	...	...	..	12	..	..	1,605	1,617(e)	..	..	..	..	132	132
Grand Total, all Institutions	...	..	308	2,451	295	21,432	5,777	30,263	19	98	55	2,420	388	2,980

(a) Includes 602 night schools,
(b) Includes 1 night school.

(c) Includes 1 night school.
(d) Includes 1 night school.

(e) Includes 19 night schools.

(1) Includes Survey schools.
(2) Includes clerical schools.

Distribution of scholars attending educational institutions for

I	Government			District Board			Municipal 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	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	2	3	4	5	6	7	8	9	10
READING IN RECOGNIZED INSTITUTIONS UNIVERSITY AND INTERMEDIATE EDUCATION Arts and Science	1,757	1,148	853						
Law	547	381	44						
Medicine	154	154	101						
Education	87	87	43						
Engineering	283	245	181						
Agriculture									
Commerce									
Forestry									
Veterinary Science									
Total	2,778	2,285	1,225						
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	8,717	7,204	1,215						
.. Middle Schools .. { English	893	693	182	3,003	2,807	91	580	418	
.. Middle Schools .. { Vernacular	69	63	...	20,904	15,905	917	534	330	8
.. Primary schools	8,409	4,898		118,168	91,008	77	15,708	11,846	...
Total	16,268	12,558	1,347	143,180	109,220	1,085	16,702	12,694	8
In Art schools									
.. Law	155	103	..						
.. Medical	397	316	298						
.. Training Schools	2,259	1,981	2,340						
.. Engineering Schools (1)	167	117	57						
.. Technical and Industrial Schools	1,039	707	164						
.. Commercial Schools (2)									
.. Agricultural Schools									
.. Reformatory Schools	354	343	354						
.. Schools for defectives									
.. Schools for adults									
.. Other Schools	859	659	320						
Total	5,220	4,228	3,438						
Total for recognized institutions for males	24,086	19,069	8,005	143,180	109,220	1,085	16,702	12,694	8
In unrecognized institutions				603					
Grand Total, all institutions for males	24,086	19,069	8,005	143,783	109,220	1,085	16,702	12,694	8

(1) Includes Survey Schools.

(2) " Clerical "

TABLE II-A.
males in Bihar and Orissa for the official year 1926-27.

Aided.			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.	Remarks.
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.					
11	12	13	14	15	16	17	18	19	20	21
1,710	1,515	532				3,467(a)	2,933	1,375		(a) Includes 137 M. A. and M. Sc. students of the Patna College and 63 students of the Ravenshaw College reading law.
		..				547(b)	381	44	..	(b) Includes 127 students reading M. A. and M. Sc.
..	..	..	..	..	..	154	154	104	..	
..	..	..	..	..	..	57	57	49	..	
..	..	..	..	..	..	363(c)	245	181	..	(c) Includes 194 boys not reading a University Course.
..	
..	
..	
..	
1,710	1,515	532	..	..	..	4,488	3,870	1,747		
21,452	16,909	2,917	8,028	6,255	709	38,197	30,358	4,801	3	
25,067	20,324	4,057	3,636	2,405	315	34,009	26,149	4,405	108	
3,259	2,356	228	850	591	..	25,103	18,045	1,53	09	
643,524	510,661	1,551	90,842	72,395	41	976,608 (d)	690,606	1,630	46,030	(d) Includes 17,591 pupils in night schools.
684,201	550,240	8,053	103,806	81,346	1,026	978,977	768,058	12,118	46,338	
..	
..	..	..	..	..	..	155	103	..	..
..	..	..	..	..	..	387	316	298	4	
66	63	55	8	7	6	2,333	2,051	2,301	..	
..	..	..	..	..	..	107	117	57	..	
1,021	527	258	..	..	..	2,000(e)	1,234	433	16	(e) Includes 153 pupils in night schools.
105	85	13	157	118	..	362(f)	203	12	..	(f) Includes 33 pupils in night schools.
..	
..	..	..	..	..	..	354	343	354	..	
70	67	52	..	..	..	70	67	52	21	
..	..	..	74	63	..	74	63	..	..
6,037	4,603	196	4,004	3,168	369	10,900	8,520	694	..	
7,299	5,435	873	4,243	3,356	374	10,763	13,077	4,390	4	
703,210	557,190	9,748	107,049	84,703	1,390	994,227	782,675	18,245	46,279	
..	..	..	40,037	..	70	40,64 (g)	..	70	809	(g) Includes 509 pupils in night schools.
703,210	557,100	9,748	147,036	84,702	1,460	1,034,867	782,675	18,315	47,165	

Distribution of scholars attending educational institutions

1	Government.			District Board.			Municipal 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.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
2	3	4	5	6	7	8	9	10	
READING									
IN RECOGNIZED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science	7	5	3	..	..	..	.	.	.
Medicine	..	..	..	.	..	..	.	..	.
Education	.	..	..	.	.	.	..	..	..
Total	7	5	3	..	.	.	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High schools	393	307	48	.	..	..	.	.	..
„ Middle schools	120	111	..	..	..	..	..	.	..
{ English	..	..	..	..	..	..	..	.	..
{ Vernacular	431	296	.	..	..	..	.	.	..
„ Primary schools	413	207	7	3,433	2,557	..	2,161	1,530	..
Total	1,347	981	55	3,433	2,557	..	2,161	1,530	..
In Art schools	..	..	..	..	..	..	..	..	..
„ Law	..	..	..	..	..	..	..	..	..
„ Medical	..	..	..	..	..	..	..	..	..
„ Normal and Training schools	69	75	04	..	..	..	..	..	..
„ Engineering schools	..	..	..	..	..	..	..	..	..
„ Technical and Industrial schools	..	..	..	..	..	..	..	..	..
„ Commercial schools	..	..	..	..	..	..	..	..	..
„ Agricultural schools	..	..	..	..	..	..	..	..	..
„ Reformatory schools	..	..	..	..	..	..	..	..	..
„ Schools for defectives	..	..	..	..	..	..	..	..	..
„ Schools for adults	..	..	..	..	..	..	..	..	..
„ Other schools	..	..	..	..	..	..	..	..	..
Total	69	75	04	.	..	.	..	..	..
Total for recognized institutions for females	1,423	1,061	122	3,433	2,557	..	2,161	1,530	..
In unrecognized institutions	..	..	..	.	.	..	..	..	..
Grand Total, all institutions for females	1,423	1,061	122	3,433	2,557	..	2,161	1,530	..
Grand Total, all institutions for males and females	35,509	20,130	6,127	147,216	111,777	1,085	18,963	14,234	9

TABLE II-B,

for females in Bihar and Orissa, for the official year 1926-27.

Aided.			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.	Remarks.
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.					
11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	7	5	3	...	
...	
...	
...	...	...	...	...	...	7	5	3	...	
422	243	134	...	...	...	814	652	172	16	
1,724	1,363	574	130	94	..	1,684	1,557	471	139	
1,307	1,070	726	62	49	..	1,670	1,435	731	81	
54,548	41,237	1,731	5,137	4,472	101	66,009 (a)	53,068	1,641	1,450	(a) Includes 10 pupils in night schools.
57,937	47,024	3,667	5,629	4,615	101	70,407	50,707	3,313	1,005	
...	
...	
...	
111	103	109	...	..	...	160	181	173	...	
...	
311	280	100	61	53	12	403	333	112	...	
...	
40	40	40	...	..	...	40	40	60	..	
...	
...	
...	
143	116	128	...	..	...	143	110	128	63	
635	512	377	61	53	13	765	670	463	69	
59,562	47,536	3,534	5,630	4,003	113	71,269	57,583	3,763	1,763	
...	...	...	2,318	...	...	2,358	..	...	19	
58,562	47,366	3,524	5,048	4,668	113	73,627	57,383	3,769	1,762	
761,772	604,765	13,262	155,134	89,370	1,683	1,108,494	840,257	22,081	48,997	

GENERAL TABLE III-A.

Expenditure on education for males in Bihar and Orissa for the official year 1926-27.

Expenditure on buildings includes Rs. 18,26,108 spent by the Public Works Department on educational buildings.

• Miscellaneous includes the following main items :-

	Rs.
Scholarships or stipends	2,32,013
Hostel charges (recurring)	3,00,491
Contingencies and miscellaneous	3,14,954

	Government Institutions.						District Board and Municipal Institutions.						Aided Institutions.	
	Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Other sources.	Total.	Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Other sources.	Total.	Government Funds.	District Board Funds.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...	...	...	...	...	...	...	...	...	23,600	...
Arts Colleges	5,30,015	...	...	1,24,920	6,170	6,72,074	...	...	...	...	...	...	1,11,497	...
Professional Colleges	...	...	...	45,448	...	45,448	...	...	...	...	...	...	...	...
	2,38,207	...	...	20,747	...	2,58,954	...	...	...	...	...	...	...	...
	70,240	...	...	...	...	70,240	...	...	...	...	...	...	...	...
Engineering	1,31,015	...	...	18,612	970	1,51,597	...	...	...	...	...	...	...	...
Intermediate Colleges	20,850	...	...	18,709	1	39,559	...	...	...	...	...	...	7,376	...
Total	10,00,283	...	...	2,76,565	7,141	12,48,989	...	...	...	...	...	...	1,11,392	...

SCHOOL EDUCATION.

GENERAL.

High schools	...	...	...	3,09,873	...	...	2,41,173	2,101	6,46,147	...	...	...	...	...	2,49,030	...	
Middle schools :-																	
English	...	...	...	31,508	...	...	8,208	...	40,072	...	17,808	8,802	81,420	8,507	5,146	1,31,847	1,35,173
Vernacular	...	...	...	2,484	...	...	271	...	2,705	...	2,71,882	6,824	65,741	583	3,44,616	...	25,457
Primary schools	...	...	...	75,502	...	...	3,713	60	79,281	...	6,25,625	1,79,535	1,63,120	93,301	10,00,641	43,104	28,55,230
Total	...	...	...	5,00,675	...	...	2,56,503	2,170	7,68,208	...	9,14,615	1,20,661	2,65,200	96,430	14,00,203	4,18,041	28,95,800

SPECIAL SCHOOLS.

Art schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	10,288	49	10,331	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	1,31,271	...	15,785	2,424	1,49,550	...	...	...	...	...	...	...	...	...
Normal and training schools	...	...	...	3,48,103	...	8,357	584	3,57,143	...	...	...	...	...	...	...	8,000	...
Engineering schools*	...	...	...	38,553	...	6,000	10,611	53,463	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	8,63,015	...	6,176	27,079	3,66,910	...	...	...	...	...	...	...	66,125	675
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,100	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	1,16,338	...	...	4,086	1,20,924	...	...	...	...	...	...	...	...	...
Schools for def.atives	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,768	...
Schools for adults	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	69,540	...	488	1,080	71,027	...	...	...	...	...	...	...	4,970	1,190
Total	...	...	...	10,51,127	...	47,014	45,077	11,48,118	...	...	...	...	...	...	...	1,23,741	1,768
Grand total	...	...	...	25,05,058	...	5,79,032	55,283	31,07,315	...	9,14,615	1,20,661	2,65,200	96,430	14,00,203	4,65,477	28,95,800	...

* Includes survey schools.

GENERAL TABLE III-A—*contd.*

								Total Expenditure from—							
								Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid to Mohsin Fund.	Other sources.	Grand total.		
								23	23	24	25	26	27		
								Rs.	Ls.	Rs.	Rs.	Rs.	Rs.		
Direction								1,15,446	..	..	..	..	1,15,446	
Inspection								7,872	830	3,713	..	840	1,16,946		
Buildings, furniture and apparatus								23,44,103	6,087	3,321	52,733	2,68,019	7,03,375		
Miscellaneous								3,36,184	1,804	6,806	1,50,496	1,21,457	33,78,021		
Total								35,50,435	8,75,781	44,839	1,70,719	4,51,515	61,00,279		
								Aided Institutions.				Recognized unaided Institutions			
								Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Other sources.	Total.	
								15	16	17	18	19	20	21	
UNIVERSITY AND INTERMEDIATE EDUCATION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
General Arts Colleges .....								..	1,93,600	..	2,14,000	..	..	22,500
Professional Colleges .....								..	1,11,605	21,740	2,45,103	..	..	6,42,412
Intermediate Colleges .....								..	..	..	..	..	..	1,03,500
Law .....								..	..	..	..	..	..	2,40,874
Medicine .....								..	..	..	..	..	..	45,418
Education .....								..	..	..	..	..	..	20,47
Engineering .....								..	..	..	..	..	..	70,20
Total .....								..	7,153	3,857	18,399	..	..	1,40,118
Total .....								..	3,25,17	25,603	4,90,601	..	..	23,251
Total .....								..	3,28,427	29,466	5,10,202	..	..	1,41,875
Total .....								..	..	..	..	..	..	5,41,083
Total .....								..	..	..	..	..	..	32,73
Total .....								..	..	..	..	..	..	17,31,491

SCHOOL EDUCATION.

GENERAL.																	
High schools	5,27,734	1,11,608	8,82,532	1,87,602	69,320	2,46,212	6,42,373	...	...	9,59,019	1,71,819	17,74,801	
Middle schools:—																	
English	2,177	2,76,209	1,12,101	6,50,987	20,034	36,073	62,107	1,62,713	1,43,067	2,479	3,41,903	1,33,771	8,08,012
Vernacular	1,020	9,795	9,731	45,993	306	1,015	2,220	2,424	2,96,859	2,844	76,102	2,314	3,95,439
Primary schools	74,980	7,09,453	6,11,249	37,94,076	1,37,617	89,622	2,27,640	1,18,606	29,50,755	1,94,515	10,18,703	7,04,302	51,06,911
Total	79,177	15,23,171	8,49,039	63,73,288	2,51,648	1,85,031	5,37,579	9,58,183	34,20,673	2,07,618	23,06,472	11,32,106	80,85,277
SPECIAL SCHOOLS.																	
Art schools	
Law schools	10,688	45	10,331	
Medical schools	1,31,472	..	..	15,785	2,404	1,49,550	
Normal and training schools	3,180	11,260	..	246	246	3,56,292	..	..	8,317	4,020	3,08,669	
Engineering schools *	28,882	..	..	6,000	10,011	63,402	
Technical and industrial schools	2,841	1,68,434	2,37,972	..	..	4,10,140	572	..	8,957	1,05,513	6,31,182	
Commercial schools	4,269	1,491	7,850	6,309	..	6,309	2,101	..	10,578	1,491	14,169	
Agricultural schools	
Reformatory schools	1,10,298	..	..	..	4,680	1,20,224	
Schools for defectives	300	..	4,444	6,503	..	..	3,751	..	300	..	4,414	6,503	
Schools for adults	252	252	..	..	..	..	252	252	
Other schools	660	1,629	81,332	1,30,787	358	1,14,870	1,14,925	1,15,519	1,106	660	2,435	1,06,082	3,16,312
Total	960	6,739	2,58,881	3,08,392	6,667	1,15,069	1,21,735	11,61,171	1,798	960	62,420	4,10,926	16,66,245
Grand total	79,137	18,41,427	11,32,512	63,49,181	2,58,315	3,00,999	6,59,314	68,07,067	42,99,224	2,63,037	31,87,093	20,35,280	1,65,51,691

*Include survey schools.
 † Excess income from fees is Rs. 14,648.
 ‡ Includes a building grant of Rs. 470 to an unaided high school.

GENERAL TABLE III-B

Expenditure on education for females in Bihar and Orissa for the official year 1926-27.

Expenditure on buildings includes Rs. 38,511 spent by the Public Works Department on educational buildings.

*Miscellaneous includes the following main items :—

Scholarships or stipends	Rs.	18,531
Hostel charges (recurring)	Rs.	85,931
Contingencies and miscellaneous	Rs.	32,434

	General Institutions.						District Board and Municipal Institutions.						Aided institutions.	
	Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid from Mohan Fund.	Other sources.	Total.	Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid from Mohan Fund.	Other sources.	Total.	Government Funds.	District Board Funds.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.														
Intermediate Colleges	5,035			265		5,320								
Total	5,035			265		5,320								
SCHOOL EDUCATION.														
GENERAL.														
High schools	55,538			7,230	61	62,829							12,297	
Middle schools { English	13,350					13,350							29,504	
{ Vernacular	8,975					8,975							10,116	
Primary schools	8,311					8,311		43,625	28,770	754	633	71,983	25,006	2,55,003
Total	86,168			7,430	61	93,659		43,625	28,770	754	633	71,983	87,143	2,55,003

SPECIAL SCHOOLS.

Art schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal and training schools	...	...	42,350	...	...	...	42,350	...	...	...	...	...	...	...	...	17,438	...
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,012	...
Commercial and clerical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	330	...
Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for defectives	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for adults	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	720	...
Total	...	...	42,350	...	...	...	42,350	...	...	...	...	...	...	...	...	23,500	...
Grand Total for Females	...	...	1,33,543	...	7,815	81	1,41,139	...	42,525	28,070	734	653	71,983	1,10,563	2,55,663	...	...
Grand Total for Males	...	...	25,65,085	...	5,39,942	55,233	31,60,315	...	9,14,915	1,29,661	2,65,290	96,436	14,06,303	6,95,477	35,07,628	...	...
Grand Total for All	...	...	26,98,628	...	5,47,457	55,369	33,01,454	...	9,57,340	1,57,731	2,66,024	97,059	14,78,184	7,96,040	37,63,290	...	...

GENERAL TABLE III-B—contd.

								Total Expenditure from—					
								Government Funds.	District Board Funds.	Municipal Funds.	Fees, including fees paid from Mohain Fund.	Other sources.	Grand total.
								23	23	24	25	26	27
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction								8,351	8,351
Instruction								51,740	51,740
Buildings, furniture and apparatus								21,083	21,010	4,654	...	30,911	1,29,379
Miscellaneous*								55,596	1,400	1,018	16,626	44,506	1,37,008
Total								1,79,410	59,400	6,572	16,626	84,437	3,26,516
Aided Institutions.				Recognized Un-aided Institutions.									
Municipal Funds.	Fees, including fees paid from Mohain Fund.	Other sources.	Total.	Fees, including fees paid from Mohain Fund.	Other sources.	Total.							
15	16	17	18	19	20	21							
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.							
UNIVERSITY AND INTERMEDIATE EDUCATION.							5,035	...	...	285	...	5,320
Intermediate colleges .. .. .							...	...	...	...	...	...
Total							5,035	...	...	285	...	5,320
SCHOOL EDUCATION.													
GENERAL.													
High schools	1,721	5,262	19,284	...	1,909	1,939	67,810	...	...	8,051	5,349	69,110
Middle schools (English)	33,222	38,469	1,11,335	...	609	1,007	5,923	...	...	33,202	40,451	1,26,679
Middle schools (Vernacular)	1,510	2,808	52,449	420	609	1,007	19,011	...	...	1,830	21,531	42,561
Primary schools	2,757	18,242	3,69,143	820	2,463	9,083	33,197	2,93,187	56,837	15,276	75,382	4,79,069	
Total	29,77	60,865	1,80,440	5,53,603	1,940	11,118	1,73,231	3,96,197	56,837	69,309	1,43,693	7,30,808	

SPECIAL SCHOOLS.																
Art schools	
Law schools	
Medical schools	
Normal and training schools	768	8,561	26,767	...	...	...	59,768	...	...	768	8,561	69,117
Engineering schools
Technical and industrial schools	17,288	22,300	...	3,287	3,287	5,612	...	...	...	20,575	25,587
Commercial and clerical schools
Agricultural schools	330	...	...	...	330	...	...	...	...	330
Reformatory schools
Schools for defectives
Schools for adults
Other schools	2,274	2,904	...	...	...	720	...	...	...	2,274	2,984
Total	768	28,123	52,391	...	3,287	3,287	65,850	...	...	768	31,410	99,028
Grand Total for Females	...	28,767	51,123	1,58,960	8,05,084	1,049	14,400	15,449	4,23,535	3,37,647	63,409	77,017	2,58,540	11,60,168		
Grand Total for Males	...	79,137	18,44,427	11,32,512	63,49,181	3,58,315	3,10,900	6,50,314	68,07,057	42,98,224	2,63,637	31,87,693	20,35,310	1,06,81,591		
Grand Total for All	...	1,07,904	18,95,550	12,91,472	68,54,265	3,59,364	3,11,309	6,74,763	72,30,592	46,35,871	3,17,046	32,64,710	22,93,850	1,77,42,059		

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(a) Includes Rs 1,01,399 paid by the Government of Bengal and Rs. 3,352 by the Government of Assam for the Reformatory School at Hazaribagh.
 (b) Includes Rs 41,52,56 from Government Funds.
 (c) Includes Rs 2,36,521 from Government Funds.

GENERAL TABLE IV-A.

Race or creed of scholars in institutions for the general education of males in Bihar and Orissa for the official year 1926-27.

Race or creed	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Others.						
	1	2	3	4	5	6	7	8	9	10
Total Population ...	5,978	122,459	13,425,755	478,043	1,802,720	324	47	861	928,076	16,765,163
SCHOOL EDUCATION.										
Classes.										
Primary ... I	331	12,008	416,691	18,994	70,785	12	.	117	36,826	555,864
Do. ... II	87	3,829	136,605	3,123	20,289	5	.	28	7,690	170,866
Do. ... III	68	2,860	97,593	1,236	12,036	8	.	29	4,639	118,477
Do. ... IV	65	1,418	38,569	222	2,992	.	2	27	1,429	44,724
Do. ... V	41	1,126	27,327	101	1,993	.	1	17	875	31,491
Middle ... VI	41	646	14,978	35	1,263	.	1	6	384	17,354
Do. ... VII	18	495	11,184	17	873	.	1	8	250	12,946
High ... VIII	22	240	6,021	4	828	.	.	7	70	7,192
Do. ... IX	.	165	4,634	2	635	.	1	2	56	5,395
Do. ... X	5	108	3,801	1	558	.	1	.	24	4,498
Do. ... XI	1	100	3,511	...	538	.	1	1	18	4,170
Total ...	679	23,094	760,024	23,736	112,909	25	8	242	52,201	972,977
UNIVERSITY AND INTER-MEDIATE EDUCATION.										
Intermediate class { 1st year	1	17	676	..	134	..	..	..	5	1,033
{ 2nd year	..	21	893	..	139	..	..	..	4	1,047
Degree classes { 3rd year	..	4	464	..	83	..	..	..	..	551
{ 4th year	..	12	535	..	71	..	..	..	2	620
Dit o { 5th year	..	..	98	..	17	..	..	..	..	115
{ 6th year	..	2	75	..	33	..	..	..	..	100
{ 7th year	..	..	..	..	..	..	..	..	..	..
Research ...	..	..	1	..	..	..	..	..	..	1
Total ...	1	56	2,932	..	467	..	..	..	11	3,467
Number of scholars in recognized institutions.	680	33,150	762,956	23,735	113,376	25	8	243	52,272	976,444
Number of scholars in unrecognized institutions.	..	271	31,380	195	8,364	..	..	7	423	40,640
Grand Total ...	680	33,421	794,336	23,930	121,740	25	8	249	52,695	1,017,084

GENERAL TABLE IV-B.

GENERAL TABLE IV-B.

Race or creed of scholars in institutions for the general education of females in Bihar and Orissa, for the official year 1926-27.

Race or creed,								Europeans and Anglo-Indians	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parseis	Sikhs.	Others	Total.	Remarks.	
										Higher castes.	Others.								
1								2	3	4	5	6	7	8	9	10	11	12	
Total Population								4,387	1,4,347	13,740,871	528,247	1,987,482	181	38	614	958,236	17,239,383		
SCHOOL EDUCATION.																			
Classes.																			
Primary	...	...	...	...	...	...	I	308	2,964	31,350	745	14,007	2	5	2	487	49,911	
Do.	...	...	...	...	...	...	II	75	962	6,905	112	3,164	...	3	1	64	11,876	
Do.	...	...	...	...	...	...	III	87	799	4,160	39	1,301	...	1	1	43	6,431	
Do.	...	...	...	...	...	...	IV	63	577	563	1	42	...	..	..	5	1,250	
Middle	...	...	...	...	...	...	V	42	438	301	1	14	..	..	..	3	799	
Do.	...	...	...	...	...	...	VI	19	229	83	..	4	..	...	..	...	334	
High	...	...	...	...	...	...	VII	14	173	62	...	2	..	..	..	..	251	
Do.	...	...	...	...	...	...	VIII	8	39	17	..	3	..	...	..	..	60	
Do.	...	...	...	...	...	...	IX	5	27	9	...	...	..	..	..	..	41	
Do.	...	...	...	...	...	...	X	...	20	8	...	...	..	..	..	..	28	

High	...	...	...	...	...	XI	...	8	8	..	..		..	...	16
Do.	...	...	...	...	...	XII	..	...	.		.	...	..	.	..
								622	6,228	43,535	898	18,597	2	9	4	603	70,467
UNIVERSITY AND INTERMEDIATE EDUCATION.																	
Intermediate classes	...	...	1st year	...	...	...	...	2	1	.				...	3
			2nd year	...	...	...	1	3	.			...	4		
Degree classes	...	...	3rd year	...	...	...	.	..	.		...			.	...
			4th year	...	...	...	.	.	.	...		...
Post-graduate classes	...	...	5th year	...	...	...	...	.	.	.	...			.	..
			6th year	...	...	...	.	.	...	..	.	..
			7th year	...	...	...	.	..	.	..	.	..
								3	4	.	..		.	..	7
Number of scholars in recognized institutions																	
Number of scholars in unrecognized institutions																	
GRAND TOTAL																	
								622	6,231	43,539	898	18,597	2	9	4	603	70,504
								4	1,475	1	852	26	2,358	
								622	6,235	45,014	899	19,449	2	9	4	629	72,862

GENERAL TABLE V-A.

Race or creed of scholars in institutions for the vocational and special education of males in Bihar and Orissa for the official year 1926-27.

1	European and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Others.						
2	3	4	5	6	7	8	9	10	11	
SCHOOLS.										
Art schools
Law schools	137	..	18	..	..	..	..	165
Medical schools	1	13	290	..	83	..	..	..	..	387
Normal and training schools	133	1,766	15	312	..	..	107	..	2,333
Engineering and surveying schools	..	1	140	..	6	..	..	3	..	167
Technical and industrial schools	163	284	1,212	105	202	..	5	38	51	2,060
Commercial schools	8	214	1	39	..	..	..	..	263
Agricultural schools
Reformatory schools	6	167	26	147	1	..	..	7	354
Schools for defectives	60	9	..	1	..	..	..	..	70
Schools for adults	59	..	15	..	..	..	..	74
Other schools	1	8,176	24	2,677	..	..	..	22	10,900
Total	165	523	12,170	171	3,500	1	5	38	190	16,782
COLLEGES.										
Law	4	420	..	113	..	..	..	1	547
Medicine	4	116	..	34	..	..	..	..	154
Education	2	46	..	3	..	..	..	1	57
Engineering	4	218	..	41	..	..	..	..	303
Agriculture
Commerce
Forestry
Veterinary Science
Total	14	809	..	196	..	..	..	2	1,021
Grand Total	165	536	12,979	171	3,696	1	5	38	192	17,783

GENERAL TABLE V-D.

Race or creed of scholars in institutions for the vocational and special education of females in Bihar and Orissa for the official year 1926-1927.

1	2	3	Hindus,		6	7	8	9	10	11
			4	5						
	Europeans and Anglo-Indian.	Indian Christians.	Higher castes.	Others.	Muhammadans.	Buddhists.	Parseis.	Sikhs	Others.	Total.
SCHOOLS										
Art schools
Law schools
Medical schools
Normal and training schools	1	28	61	6	26	..	..	..	..	180
Engineering and surveying schools
Technical and industrial schools	..	307	1	..	..	..	..	..	4	402
Commercial schools
Agricultural schools	..	40	..	..	..	..	..	..	..	40
Reformatory schools
Schools for defectives
Schools for adults
Other schools	..	143	..	..	..	..	..	..	..	143
Total	1	668	62	6	26	..	..	..	4	785
COLLEGES										
Medicine
Education
Total
Grand Total	1	668	62	6	26	..	..	..	4	785

GENERAL TABLE VI-A.

Teachers (Men) in the Province of Bihar and Orissa for the official year 1926-27.

1	Trained teachers with the following educational qualifications—					Untrained teachers.				11	12	13	14
	A degree	Passed Intermediate or matric or school final.	Passed middle school.	Passed upper primary or lower primary school.	Lower qualifications	Possessing a degree		Possessing no degree					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
CLASS OF INSTITUTIONS.	2	3	4	5	6	7	8	9	10	11	12	13	14
PRIMARY SCHOOLS—													
Government	4	377	37	..	..	5	14	318	10	337		
District Board and Municipal	6	2,715	743	10	..	25	2,480	3,474	2,505	5,979		
Aided	3	6,506	3,581	56	..	3	19	17,915	16,506	17,037	28,443	
Unaided	211	116	..	..	6	3,917	327	3,023	4,250		
Total	13	10,009	4,477	66	..	3	55	24,326	14,625	24,384	39,000	
MIDDLE SCHOOLS—													
Government	3	9	38	1	..	2	2	5	9	5	18	69
District Board and Municipal	102	777	58	..	1	4	25	261	936	290	1,226
Aided	2	91	678	23	..	39	109	580	794	723	1,517	
Unaided	1	8	90	5	..	11	99	99	104	110	214	
Total	6	20	1,583	85	..	3	50	139	949	1,685	1,141	3,026
HIGH SCHOOLS—													
Government	109	73	164	..	..	32	53	39	72	288	194	482
District Board and Municipal
Aided	58	81	164	2	..	65	236	73	488	303	852	1,155
Unaided	4	18	95	2	..	8	47	13	238	59	356	415
Total	171	180	293	4	..	105	376	125	798	649	1,404	2,663
Grand Total	..	177	408	11,045	4,580	..	108	429	319	26,973	17,158	23,829	41,087

GENERAL TABLE VI-B

Teachers (Women) in Bihar and Orissa for the official year 1926-27.

1	Trained teachers with the following educational qualifications.-					Untrained teachers.				11	12	13	14
	2	3	4	5	6	Possessing a degree		Possessing no degree					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
A degree.	Passed Inter-mediate or matric or school final.	Passed middle schol.	Passed upper primary or lower primary school.	Lower qualifications.					Total trained teachers.	Total untrained teachers.	Grand total of teachers.	Remarks.	
CLASS OF INSTITUTIONS.													
PRIMARY SCHOOLS--													
Government ... ..	...	...	12	2	...	..	...	...	3	14	3	17	
District Board and Municipal ...	...	...	19	34	11	...	...	1	66	64	87	151	
Aided	3	1	76	121	11	.	...	2	717	213	749	962	
Unaided ... ..	..	1	8	4	.	.	...	2	96	13	89	111	
Total	3	2	115	162	22		...	5	932	304	937	1,241	
MIDDLE SCHOOLS--													
Government ... ..	...	2	10	6	...	...	..	...	3	18	3	21	
District Board and Municipal ...	...	..	..	..	...	.	...	...	...	...	...	...
Aided	7	9	89	13	...	..	3	5	30	116	38	156	
Unaided ... ..	..	..	6	..	..	.	..	..	3	6	3	9	
Total	7	11	105	19			3	5	86	142	44	186	
HIGH SCHOOLS--													
Government	3	3	10	1	...	4	4	4	3	17	15	32	
District Board and Municipal ...	...	...	...	...	..	...	...	...	..	...	...	...
Aided	4	3	7	9	...	...	1	...	4	23	5	28	
Unaided ... ..	..	..	..	..	..	...	..	..	..	...	...	..
Total	7	6	17	10		4	5	4	7	40	21	60	
Grand total	17	19	237	191	22	9	8	14	975	486	1,001	1,487	

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GENERAL TABLE VII.

European education in Bihar and Orissa during the year 1926-27.

Total European population.					Percentage to European population of those at school.						
Males—	Females—	Total—			Males—	Females—	Total—				
5,978.	4,387.	10,365.			10.0	15.3	12.3				
1	Institutions.	Scholars on roll on March 31st	Number of females in institutions for males and vice versa.	Number of non-European on roll	Teachers,		Expenditure from—				
					Trained	Untrained.	Government funds	Local funds.	Fees.	Other sources.	Total expenditure.
2	3	4	5	6	7	8	9	10	11	12	
INSTITUTION FOR MALES.											
Middle schools ...	3	352	80	32	16	5	Rs. 19,113	R. .	Bs. 34,050	Rs. 7,755	Rs. 61,516
Primary schools .	9	355	156	3	10	9	10,700	..	16,121	18,791	45,121
Total ...	12	707	236	34	26	14	29,823	...	50,771	26,546	1,07,139
INSTITUTION FOR FEMALES.											
Middle schools ...	3	365	50	43	11	11	14,205	..	28,951	.	41,156
Primary schools ..	7	298	97	8	11	12	9,671	...	9,085	11,803	31,459
Total ...	9	663	147	51	22	23	23,876	...	38,036	11,603	72,615
Grand total for all institutions.	21	1,370	383	85	54	37	53,698	..	67,707	38,149	1,79,754
Expenditure on buildings by the Public Works Department—Nil.					Inspection	...	1,648	..	...	...	1,648
					Buildings, etc.	...	4,544	...	...	14,322	18,866
"Miscellaneous" includes the following main items:—					Miscellaneous	...	48,260	...	27,327	37,809	1,13,496
Scholarships and stipends ...					Total	...	54,452	..	27,327	52,231	1,34,010
Hostel charges (recurring) ...						...	98,235				
Contingents and miscellaneous ...					Grand Total	...	1,08,150	...	1,15,034	90,580	3,13,764

GENERAL TABLE VIII.

Examination results, Bihar and Orissa, for the official year 1926-27.

Examination	Males.						Females.					
	Number of examinees			Number passed.			Number of examinees.			Number passed.		
	Public.*	Private	Total.	Public*	Private.	Total.	Public*	Private	Total.	Public*	Private	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
DEGREE EXAMINATIONS												
M. A.	44	10	54	34	5	39	..	..	..	..	..	..
M Sc	5	1	6	3	..	3	..	..	..	..	..	..
B A (Honours)	101	2	103	51	..	51	..	1	1	..	..	..
B. Sc. (Honours)	7	..	7	3	..	3	..	..	..	..	..	..
B A. (Pass)	612	19	631	224	5	229	..	2	2	..	1	1
B Sc (Pass)	80	..	80	31	..	31	..	..	..	..	..	..
Bachelor of Law	361	..	361	228	..	228	..	..	..	..	..	..
„ Medicine	21	..	21	6	..	6	..	..	..	..	..	..
„ Engineering . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
„ Education	37	3	40	27	3	30	..	..	..	..	..	..
„ Commerce . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
„ Agriculture . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	1,040	19	1,067	416	3	419	5	1	6	4	..	4
Intermediate in Science	364	..	364	156	..	156	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	29	1	30	25	..	25	..	..	..	..	..	..
Licentiate of Agriculture ... ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Examination ... ..	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
(a) ON COMPLETION OF HIGH SCHOOL COURSE—												
Matriculation	3,415	256	3,671	1,432	67	1,549	9	4	13	5	3	8
School Final or School Leaving.	98	..	98	46	..	46	..	..	..	..	..	..
European High School . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior . . . . .	..	..	..	..	..	..	1	..	1	1	..	1
(b) ON COMPLETION OF MIDDLE SCHOOL COURSE—												
Cambridge Junior	5	..	5	4	..	4	4	..	4	2	..	2
European Middle ... ..	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle .. .	8,526	..	8,526	7,329	..	7,329	116	..	116	61	..	61
Vernacular Middle	1,994	120	2,114	1,591	43	1,634	39	7	46	36	6	39

GENERAL TABLE VIII—*cont'd.*

Examination,	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
(c) ON COMPLETION OF PRIMARY COURSE,—												
Upper Primary ...	23,978	—	23,978	20,150	—	20,150	679	—	679	625	—	625
Lower Primary ...	76,679	—	76,679	53,905	—	53,905	4,083	—	4,083	3,917	—	3,917
(d) ON COMPLETION OF VOCATIONAL COURSE,—												
<i>For Teacher's certificates :—</i>												
Vernacular, Higher	126	41	170	113	14	127	—	—	—	—	—	—
Vernacular, Lower	1,598	779	2,377	1,251	322	1,573	67	—	67	78	—	78
At Art schools	—	—	—	—	—	—	—	—	—	—	—	—
At Law schools	53	—	53	44	—	44	—	—	—	—	—	—
At Medical schools	134	—	134	72	—	72	—	—	—	—	—	—
At Engineering schools	136	—	136	99	—	99	—	—	—	—	—	—
At Technical and Industrial schools	119	—	119	127	—	127	40	—	40	40	—	40
At Commercial schools	183	—	183	150	—	150	—	—	—	—	—	—
At Agricultural schools	—	—	—	—	—	—	—	—	—	—	—	—
Other examinations (to be specified.)	—	—	—	—	—	—	—	—	—	—	—	—

* Appearing from recognized institutions.
Includes Surrey schools.

GENERAL TABLE IX—(Quinquennial).
Scholars by classes and ages in Bihar and Orissa on the 31st March 1927.

Stages.	Primary					Middle.		High.				Total	Intermediate.		Degree.		Post graduate.				Total.	Grand total.
	Ages.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Class VIII.	Class IX.	Class X.		Class XI.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.			Research.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5	38,086	539	12	...	..	...	...	...	...	...	..	39,237	..	..	..	...	...	...	...	...	...	39,237
5 to 6	144,755	8,255	52	13	..	..	...	..	..	..	..	153,075	..	...	...	...	...	...	...	...	...	153,075
6 to 7	163,931	24,462	2,656	124	58	...	...	...	...	...	...	191,431	...	...	...	...	...	...	...	...	...	191,431
7 to 8	105,786	47,380	12,949	1,811	278	33	4	...	...	..	..	168,246	..	...	...	...	...	...	...	...	...	168,246
8 to 9	69,498	36,896	28,074	4,438	1,282	123	26	4	..	..	...	138,311	..	..	...	...	...	...	...	...	...	138,311
9 to 10	35,965	20,042	26,334	7,333	3,534	620	138	27	..	..	...	103,192	..	...	...	...	...	...	...	...	...	103,192
10 to 11	17,425	16,401	22,675	9,887	5,932	1,909	987	151	4	...	..	74,931	..	..	...	...	...	...	...	...	...	74,931
11 to 12	10,376	8,892	15,486	8,765	6,737	3,204	1,617	604	67	7	...	55,745	..	..	..	...	...	...	...	...	...	55,745
12 to 13	5,625	4,353	8,500	6,786	6,027	3,625	2,555	1,117	415	61	10	39,074	..	...	...	..	...	...	...	...	...	39,074
13 to 14	2,883	2,227	4,028	3,444	4,030	2,972	2,769	1,396	639	423	40	25,950	2	1	...	...	...	...	...	...	3	25,953
14 to 15	1,752	257	2,404	1,755	2,228	2,207	2,529	1,576	1,127	785	249	17,600	13	3	..	..	...	...	...	...	16	17,635
15 to 16	1,289	556	1,286	940	1,468	1,530	1,532	1,148	1,284	963	655	12,640	62	4	..	...	...	...	...	...	66	12,715
16 to 17	1,546	551	557	401	427	675	743	679	807	961	1,130	8,667	189	50	3	..	...	...	...	..	242	8,909
17 to 18	1,536	369	253	231	205	324	370	357	471	751	919	5,785	265	194	19	3	...	...	...	..	471	6,256
18 to 19	1,063	321	209	12	25	121	170	100	227	350	576	3,334	200	213	85	23	1	..	...	...	522	3,756
19 to 20	1,380	376	168	14	11	23	38	29	83	155	403	2,650	151	228	140	94	1	...	...	...	614	3,264
Over 20	2,279	695	236	20	3	13	30	6	22	70	204	3,608	154	363	304	500	88	74	..	1	1,489	5,097
Total	605,775	182,312	124,008	45,971	32,390	17,688	13,197	7,252	5,436	4,526	4,186	1,043,474	1,036	1,051	551	620	80	74	..	1	3,423	1,046,607
Withdrawals	180,059	41,09	37,116	11,292	10,307	4,907	4,877	1,736	902	700	1,585	249,104	63	38	27	22	32	18	...	..	200	2,18,394
Admissions	202,985	41,320	35,226	22,193	12,197	7,794	4,594	3,275	1,240	1,016	1,414	330,267	1,405	353	571	258	122	87	...	1	2,497	338,764

No. 6235—E.

GOVERNMENT OF BIHAR AND ORISSA.
(MINISTRY OF EDUCATION.)
EDUCATION AND DEVELOPMENT DEPARTMENT.

RESOLUTION.

The 26th November 1927.

READ—

The Quinquennial Review on the progress of education in Bihar and Orissa dealing with the period from the 1st April 1922 to the 31st March 1927.

Preliminary.—During the whole period under review the post of the Director of Public Instruction was held by Mr. G. E. Fawcus, C.I.E., O.B.E., who is responsible for this report. Mr. Fawcus was on leave and then on deputation throughout the year 1924, when Mr. H. Lambert officiated for him. The post of Assistant Director, and that of Deputy Director into which that post was converted in November 1925, was held by Mr. W. V. Duke from 1st April 1922 to 13th October 1924 and thereafter, except for a short period, by Mr. T. C. Orgill.

2. *Educational progress.*—The preceding quinquennium, which came to an end in 1922, witnessed the introduction of the constitutional reforms and the consequent transfer of the control of education (other than European education and reformatory schools) from a Member of the Executive Council to a Minister. Fortunately for the progress of education in the province the reformed constitution has worked without a break during the period under review, and a marked advance has been made, with the satisfactory result that the leeway due to the economic difficulties caused by the war and intensified by the non-co-operation and *Khilafat* movements has since been more than recovered.

3. *Outstanding features*—The outstanding features of the period are detailed in paragraph 6 of the report. Among these, special mention may be made of the final settlement of the

vexed question of the most suitable site for the Patna University, and the progress thereafter made with the new buildings required for higher teaching at Patna; the opening of Medical and Engineering Colleges; the offer by Government to transfer the control of middle English schools to district boards and municipalities on conditions which have already been accepted by many of those bodies; the revision of the district board programmes for the improvement and development of primary education, the revision of the educational rules under the Local Self-Government Act, and the revision of the curriculum for primary schools and a reduction in the length of the primary course by one year; and the further progress which is recorded in the report in connection with the introduction of free and compulsory education in certain areas. Other matters deserving special mention are the opening, in response to popular demand, of Government schools for *ayurveda* and *tib* at Patna; the greatly increased facilities for technical education provided by the opening of technical institutes, engineering schools and technical and apprentice classes in various centres; and the opening of agricultural and vocational classes in middle schools on an experimental basis. The progress which it is possible to record in these and other directions of hardly less importance is good evidence of the energy with which the educational problems of the province have been and are being tackled and solved.

4. *Public institutions and their pupils.*—The increase in the number of public institutions from 25,964 in 1921-22 to 51,494 in 1926-27, and in the number of pupils by over 300,000 from 763,277 to 1,065,496, is particularly gratifying, inasmuch as in their resolution of 1922 Government had regretfully to record a steady decrease both in the number of such institutions and in the number of pupils under instruction. It was recognized, however, that this decrease was due to special causes such as the non-co-operation movement and economic distress, and it was hoped that the following years would witness the recovery of the lost ground. As the above-quoted figures show, this hope has been fully realized, and it is now possible to look forward with justifiable confidence to continued expansion in the future. A succession of satisfactory harvests has combined with other causes to render it possible for Government to place very greatly increased funds at the disposal of the Minister for educational purposes during the period under review, the expenditure from public funds on such purposes having risen from Rs. 72½ lakhs in 1922 to Rs. 121¾ lakhs in 1927. It must be remembered, however, that the revenues of the province are not very

elastic, and it would be unwise not to face the fact that a limit must inevitably be reached some day to the amount which can possibly be earmarked for education. Signs are in fact not wanting to show that this limit is not now very far off, and the means by which further educational progress can be secured is a matter which is likely to prove one of the most serious educational problems for solution in the near future.

5. *Controlling and educational staff.*—The most important event affecting the educational staff during the quinquennium has undoubtedly been the cessation of recruitment to the Indian Educational Service as the result of the recommendation of the Lee Commission for the provincialization of this and other services operating in the transferred fields. This cessation took place in 1924, but the statutory delegation of power by the Secretary of State, which was required to enable the local Government to bring into being a new provincial agency to carry out the work hitherto performed by the members of the Indian Educational Service, was not received until 1926. This important matter is now under the consideration of the local Governments concerned. The effect of the change will be a far-reaching one. The Indian Educational Service will cease to exist when its present members resign or retire, and in its place there will grow up a new agency recruited and controlled entirely by the local Government on the transferred side. Meanwhile, out of 36 posts which still remain in that service (the number was 44, excluding the Director, in 1922), 8 have fallen vacant and have remained unfilled, temporary arrangements having been made to provide for their work.

The Bihar and Orissa Educational Service, on the other hand, has continued to expand, the number of posts having increased from 57 in 1917 (when the service was called the Provincial Educational Service) to 96 in 1922 and 155 in 1927. This figure includes, however, 44 posts which were previously contained in the Subordinate Educational Service but have now been included in the Bihar and Orissa Educational Service as its "junior branch". In the Subordinate Educational Service the number of posts rose from 609 to 632, and the pay of graduates and holders of the L. T. diploma was materially improved in 1924. The number of posts in the Vernacular Teachers' Service decreased from 379 to 359; and in 1923 the whole of this service was reorganized on a time-scale basis. An important improvement in the conditions of service was effected in 1924, when a provident fund was established for the teachers

of high and middle English schools aided directly by Government. This concession was subsequently extended to certain other classes of schools.

During the period under review the strength of the inspecting staff rose from 344 to 354 and the cost from Rs. 7,62,515 to Rs. 8,17,164. These figures have not kept pace with the general expansion of educational activities, and the complaints that the strength of this staff is no longer adequate for the efficient performance of its duties cannot be dismissed as groundless. The heavy drop—from 11·8 to 7·7—in the percentage of the total expenditure from public funds which is devoted to the cost of direction and inspection bears striking witness to the thoroughness with which the economies foreshadowed in the Government resolution of 1922 were carried out, and it is possible that reduction has been carried too far. The recent orders replacing the two inspectresses by a Deputy Directress and the simultaneous raising of the number of assistant inspectresses from five to nine, as also the appointment of deputy inspectors in most outlying subdivisions, are calculated to effect an improvement in the work of inspection, but the number of sub-inspectors can hardly be regarded as adequate.

6. *Patna University*.—At the beginning of the quinquennium both the future site of the University and its final constitution remained undecided. The question of site has now been finally settled by the abandonment of the site originally acquired to the west of the New Capital and the acquisition of land and construction of buildings in the neighbourhood of Patna College and other teaching institutions. A final decision has not yet been reached, however, as to the ultimate constitution. As designed, it was to be a combined teaching and federal University for post-graduate and other teaching. The obstacles in the way of constituting a University of this mixed type, having both internal and external colleges, are, however, well known, and the University has remained hitherto an examining body federal in character. The question has formed the subject of discussions in the Legislative Council and was referred by the Senate to a special committee which, while concluding that a complete unitary system of administration and teaching was impracticable for the colleges at Bankipore and that the college must remain the unit for administrative purposes, recommended that the University should have control over the teaching staff of the Government colleges at that centre. This proposal, which was

accepted by the University, has recently received the careful consideration of Government, but it would appear not only to entail all the disadvantages inseparable from a university which has both internal and external sides, but also to contain certain inherent difficulties which appear to be insuperable. The matter is, however, still under correspondence between Government and the University and no final decision has yet been reached.

The progress with the new buildings required for higher education at Patna has been satisfactory. These include the Wheeler Senate House (the gift of Raja Devaki Nandan Prashad Singh of Monghyr), laboratories for the new Science College, and an intermediate Arts block for Patna College, which has now become a purely Arts college. New buildings for the Training College and the Patna Collegiate School, which had to be removed to make room for the new University buildings, have been erected elsewhere in Patna. The period under review witnessed also the opening of the Prince of Wales Medical College and the Bihar College of Engineering at Patna, and the acquisition and improvement of buildings for the Patna Law College.

Additional facilities for instruction have been provided by the admission of the Medical College up to the degree of M. B., B. S., and of the Bihar College of Engineering to the degree standard in Civil Engineering. Meanwhile the Arts colleges, at Patna, Muzaffarpur, Bhagalpur and Cuttack have been admitted to the Honours standard in a number of additional subjects. Other changes and innovations of importance have been the appointment of Mr. (now Sir Sultan) Ahmad as a part-time non-official Vice-Chancellor in 1923 in the place of a whole-time official; the decision that intermediate classes should not be excluded from first grade colleges, and the opening of such classes in arts at the Ranchi Zila School with the object of ascertaining the extent of the alleged demand for the establishment of a degree college in that town; the creation of a Board of Secondary Education to exercise administrative control over high schools and over intermediate colleges of the new type; the constitution of a University Examination Delegation for secondary schools; the revision of the University courses in education and the reduction of the course in law from 3 years to 2; and the transfer to the University of the control of the advisory committee for Indian students proceeding to England. The provision of additional facilities has been followed by a welcome increase in the number of students in the

colleges of the University. The number, which fell from over 3,000 to less than 2,500 during the preceding quinquennium, has increased steadily during the period under review, reaching 4,644 in 1926-27. It is also satisfactory that the financial position of the University has improved.

7. *College education—Arts Colleges.*—The quinquennium has been a period of considerable expansion in the colleges. While the number of Arts colleges remained stationary except for the opening of I. A. classes at the Ranchi Zila School, the number of students rose by nearly 50 per cent., all the colleges contributing to this increase. Reference has already been made, to the important step taken in connection with Patna College, viz, the separation of the work in Arts from that in Science and the extensive building operations necessitated by it. The Science College buildings are now nearing completion and the College has been opened since the close of the period under review. Additional hostel accommodation is also necessary and will shortly be provided. Additional buildings have also been sanctioned for the Bihar National College, which with the cost of acquiring the site will involve Government in an expenditure of about Rs. 5 lakhs. In the case of the Greer Bhumihar Brahman College, Muzaffarpur, additional accommodation has been found necessary to provide for the opening of degree classes in physics and chemistry. The Ravenshaw College has benefited by the addition of an electrical installation and by considerable improvement to its water-supply and drainage system.

Towards the close of the quinquennium a proposal was made for fixing the Government grants to the first-grade aided colleges for a period of five years at a stretch, in order to obviate the difficulties previously experienced both by the college authorities and by Government in the continual manipulation of these grants so as to adapt them to the varying needs of the colleges. The examination of the financial position of the colleges necessitated by this proposal has raised the wider question of the policy to be adopted by Government in regard to the financing of further developments in collegiate education, and this question has been considered since the end of the period under review. Although it therefore scarcely falls within the scope of this resolution, it may not be out of place to emphasize the growing need for private generosity in the development and extension of this form of education. Existing colleges are continually pressing for additional teaching facilities, and demands are sometimes made for the opening of new colleges. It is no longer possible for Government to finance such developments entirely from

their own resources, nor would such a course be in the best interests of education, since it is calculated to stifle and ultimately to kill all private effort. A local demand for the extension of facilities for collegiate education should be backed by local financial support, and Government will always be ready to assist to the best of their ability a legitimate demand which receives such backing.

- *Professional colleges.*—The opening of the Prince of Wales Medical College and the Bihar College of Engineering have already been noticed. The opening of a Medical College was rendered possible by a generous gift of Rs. 5 lakhs from the Hon'ble Maharajahdiraja of Darbhanga and additional public subscriptions amounting to about Rs. 9 lakhs. It started its first session in 1925. The Bihar College of Engineering was started in 1924. The first Principal (Mr. Walford) was unable for medical reasons to return from leave and the post has been without a permanent incumbent since last year. The choice of a suitable successor was being anxiously considered by Government at the close of the period under review. The roll number of the Patna Law College increased by more than 100 per cent. in the five years and additional hostel accommodation is urgently required. A scheme has already been sanctioned and it is hoped that the new building will be put in hand without delay. A second Training College for the province was started in 1923 at Cuttack. Only graduate teachers are now admitted to either the Patna or the Cuttack College, the instruction given under the recently revised regulations being a one-year's course for a diploma and a two-years' course for the degree of B. Ed.

8. *Secondary education.*—The number of high schools rose from 119 to 135. The increase in the number of pupils was, however, still more satisfactory, the average strength of a high school being now 283 as against 207 five years ago. The number of middle schools rose from 416 to 560 and of their pupils from about 30,500 to over 58,500. In the case of middle schools also, therefore, the average roll number has greatly increased. As noted in the report, however, the recent tendency has been for the local bodies which have taken over the control of middle English schools to devote the bulk of the funds available for middle education to such schools; the increase in the number of middle vernacular schools is therefore unlikely to continue on the same scale as hitherto.

A number of important changes in the system of secondary education took place during the quinquennium and have been described in the report. Mention has already been made of the

constitution of a Board of Secondary Education and of the transfer of the control of the school-leaving certificate examination for high schools to a University delegacy. Important alterations were also sanctioned in the grant-in-aid rules for high schools, including the decision to leave income from subscriptions and endowments out of account in reckoning the amount of Government aid required; and an experiment was made in the use of the vernacular as the medium of instruction in the four highest classes of high schools. Finally, it was decided to transfer the control of middle English schools to local bodies on certain conditions which have already been accepted by a number of district boards and by a few municipalities. One result of this step—and a somewhat disquieting one—has already been mentioned, viz. the marked tendency of local bodies to increase facilities for middle English at the expense of middle vernacular education. The difficult problem of how to secure an adequate rate of pay for teachers in aided secondary schools still evades a satisfactory solution. Some improvements have recently been effected by the liberalization of the grant-in-aid rules, which now leave a larger proportion of the school receipts available in the hands of the school authorities for increasing the teachers' pay. The average pay of these teachers is, however, still decidedly on the low side, and the heavy fall during the last five years in private subscriptions to which the Director of Public Instruction refers does not offer a very encouraging prospect. Here as in other cases it is decidedly discouraging that every increase in State assistance should be regularly followed by a reduction in private generosity, and the likelihood of such a result renders caution doubly necessary in considering proposals for increasing Government aid.

9. *Primary education.*—It is, however, in the sphere of primary education that the most serious problems arise. So far as numerical increase is concerned the quinquennium has been a period of remarkable progress. During these five years the number of primary schools rose from 24,596 to 30,257 or by nearly 25 per cent. and the number of their pupils from 633,000 to 942,000 or by about 37 per cent. The maximum increase occurred between 1924 and 1926, and last year's figures were markedly lower. Whether this falling off is due, as the report suggests, to a fall in the number of un-aided schools remains to be seen. If this is the cause there need be no regret, as the un-aided school frequently represents a waste of material which could be better utilized elsewhere.

In spite of the satisfactory increase in the number of primary school pupils, however, there are other less pleasing aspects. The whole system of primary instruction is sometimes criticized on the ground that it is to a large extent unreal, and that a considerable proportion of the heavy expenditure annually incurred by Government on this account is really wasted. Such criticism will continue to be heard, and must unfortunately contain a certain element of truth, until the system of training teachers for elementary schools is placed on a sound basis. The existing elementary training schools are not only wholly inadequate for meeting the progressive demands that will be made upon them as the primary education programmes develop but are also incapable at present of producing a supply of properly trained teachers for existing schools. This is due in part to the fact that they are unsuitably located but much more to the lack of qualified teaching staff and the inadequacy of the present course. Without a regular supply of a sufficient number of trained teachers the development of the primary school programmes in the districts can only result in a large expenditure of funds without any commensurate benefit to the people. This question has been receiving the serious consideration of Government, and a scheme has been drawn up at an estimated cost of Rs. 10 lakhs non-recurring and Rs. 3 $\frac{3}{4}$ lakhs recurring which if introduced will result in an adequate output of properly qualified teachers who have received a two years' course of training, although it will at the same time bring about the reduction of the number of elementary training schools from 116 to 164. The details of the scheme are not yet complete, but it is hoped that it will be possible to introduce it in the near future.

A decidedly disquieting feature in the sphere of primary education is the steadily increasing demand for the multiplication of institutions on a communal basis. The report draws attention to the astonishing increase in the number of Sanskrit *pathshalas* and of *maktabs* during the last five years, accompanied during 1926-27 by an actual decrease in the total number of primary schools. Sanskrit *pathshalas* came into existence in 1915 ; by 1921-22 their number had risen to 319, and last year it stood at 761. Besides *pathshalas* and *maktabs* there is a demand for separate primary schools for girls and a necessity, in some places, for a separate school for children of the depressed classes. This demand for separate institutions, if it continues, can only render the problem of overcoming illiteracy in this province (already one of sufficient magnitude) absolutely

impossible of solution. Government cannot but regard with serious misgiving the present tendency in this direction and earnestly hope that the local bodies will realize the danger before it is too late.

The largely increased funds available for primary education since 1923 rendered necessary a revision of the district programmes for the development and expansion of primary education, which had been to a large extent moribund on account of financial stringency; and in 1925 a conference of representatives of Government and of the local bodies met at Ranchi and discussed the questions involved. Detailed instructions were issued on the basis of the decisions then reached, and it was intended that the programmes so framed would serve as the ideal which the local bodies should keep in view in regulating their expenditure on primary education. They aimed at providing sufficient lower primary schools with adequate staff to educate 8 per cent. of the male population of each district, and upper primary and middle vernacular schools on the basis of one to each 25 and 125 square miles, respectively, with variations according to the density of the population. The estimated cost of the completed programmes was an additional Rs. 74 lakhs a year in direct expenditure on middle and primary schools, with a further addition of Rs. 19 lakhs if education were made free in the primary classes. The detailed instructions for the preparation of the programmes have, however, evoked much criticism, mainly on account of the fact that physical and social conditions vary from district to district, so that each local body has a different set of problems to contend with, whereas the instructions issued, though generally applicable, had not sufficient elasticity to meet the wide diversity of conditions existing in the province. The whole question has therefore recently been reconsidered with the result that Government have intimated their readiness to consider variations in the district programmes provided that the total cost is not thereby increased. The views of the local bodies as to the detailed changes required in their programmes to suit them to local conditions were awaited at the close of the period under review.

The prospect of financing these programmes, however, is not at present very bright. Considerable sums were available for the purpose during the years 1923-26, but in the current year no further money was forthcoming and, as already pointed out, the resources of Government are in any case limited. The question of imposing additional taxation, whether by means of an

educational cess or in any other form, is one that must be faced, and there are indications that this fact is becoming more widely recognized. Without some such independent means of support the primary education programmes, and through them the spread of literacy in the province, are likely to remain ideals and nothing more. It is, however, of the utmost importance that these programmes should be carefully prepared, so that if and when funds are available to finance a wide extension of facilities for primary education it will be found that the schools already in existence are so located and arranged as to necessitate the minimum amount of readjustment.

Experiments in free and compulsory education were inaugurated in several areas, in most cases too recently to permit of any conclusion being drawn as to their success. In the Ranchi municipality, however, where the Act has been in force since 1921, it can now be safely said that compulsion has been effective, though experience has shown that the cost of the scheme was greatly under-estimated. Similar schemes have been put forward by some other local bodies and are under consideration, but in this matter also the financial aspect cannot be disregarded. So long as the demand for free and compulsory education is confined to a few areas it may not be impossible to finance the proposals, the cost of which falls very largely upon Government. As the demand becomes more widespread, however, it will become increasingly difficult for Government to find the additional funds required and some other source of supply will soon be imperative.

10 *Oriental studies.*—Mention has already been made of the remarkable increase in the number of Sanskrit *pathshalas*. The number of pupils in these institutions rose from 7,265 to 19,000 in the five years under review. During the same period the number of *tois* rose from 233 to 260. Prominence was recently given in the Legislative Council to the view that Sanskrit education was being neglected by Government and that the number of *tois* was dwindling, and it was primarily on account of these allegations that a committee was appointed to advise Government upon the whole subject of Sanskrit education. The report of the committee has only been received since the close of the quinquennium, but it is worthy of notice that the actual figures do not support such a view. The comparatively slow rate of increase in the number of *tois* appears to be largely, if not entirely, due to the fact that these institutions by calling themselves *pathshalas* become eligible for aid from local bodies, since they teach—in theory at least—the departmental primary

curriculum in addition to Sanskrit. As might be expected, therefore, it is the number of *pathshalas* that shows the more marked increase. The number of *tols* is, however, steadily rising, and the increase in Government grants from Rs. 17,000 to Rs. 30,000 disposes of the suggestion that this class of institutions is being neglected. Moreover, the increase in the number of these institutions presents problems of a serious nature. On the one hand they impart a form of education which, whatever its merits, makes it difficult for ex-students to obtain remunerative employment; and on the other they necessitate a diversion of funds which could otherwise be devoted to the campaign against illiteracy. These aspects of the matter deserve very serious attention.

The number of Muhammadan institutions is also increasing, there being now 37 recognized *madrastas* with over 2,600 pupils as against only 10 with less than 700 pupils in 1921-22, and 3,477 *maktabs* with over 86,000 pupils as against 2,251 with under 55,000 pupils in the same year. The increase in the number of recognized *madrastas* is attributed partly to increased grants from Government, the amount of such grants having risen from Rs. 6,240 in 1921-22 to Rs. 18,000 in 1926-27. The problems just mentioned do not at present arise in connection with these institutions to anything like the same extent, partly because of the smaller number of students educated in *madrastas* than in *tols* and partly because *maktabs* do in fact fulfil the purpose of ordinary primary schools, the only respects in which they differ from such schools being that the vernacular used in them is Urdu. Arabic is not taught in these *maktabs* but instruction is given in the Muhammadan religion.

11. *Technical and Industrial education.*—In the sphere of technical education a rapid advance was made during the quinquennium. Mention has been made already of the opening of the Prince of Wales Medical College and the raising of the status of the Bihar School of Engineering to that of a first-grade college. The Imperial School of Mines and Geology was opened at Dhanbad last year and the local Government have sanctioned the award of two scholarships a year at this institution to students of the province. A Technical Institute was started in Tirhut and an Engineering School in Orissa. The Ranchi Industrial School was converted into a Technical School by the addition of mechanical apprentice classes, and the Jamalpur Technical Institute was recognized in 1923. Two hostels (at Sijua and Jharia) were erected in the mining area for students of the evening mining classes. The working of these

institutions, as well as of the Jamshedpur Technical Institute, and the results obtained by them, continued to be satisfactory. Including medical and law schools there are now 59 technical and vocational schools in the province, with 3,473 pupils, as against 44 with 2,345 pupils in 1921-22. The additions to the number of such institutions during the quinquennium include 12 technical and industrial schools—9 for boys and 3 for girls—all of which are well patronized.

12. *Education of women and girls.*—The progress in female education is less satisfactory. It is true that there has been some expansion during the last five years, the total number of Indian girls at school now representing '69 per cent. of the female population against '62 in 1921-22. The preceding quinquennium, however, witnessed a set-back in all branches of education, and the total increase in the case of girl pupils during the last ten years has been less than $6\frac{3}{4}$ per cent. The causes of this slow progress are rooted in the social customs of the country, and a wide-spread realization of the advantages of education for Indian women is a necessary preliminary to real progress. The scarcity of trained women teachers increases the difficulty of the problem. The long-standing policy of Government, based on the recommendation of the Female Education Committee of 1914, to discourage the opening of new girls' schools under male teachers, has recently been subjected to a considerable amount of adverse criticism, on the ground that the difficulty of obtaining qualified women teachers, combined with the reluctance of parents to send their girls to mixed primary schools, must prevent any material progress in the education of young girls unless the restriction on the opening of schools staffed by male teachers is withdrawn. The objections to sending girls to boys' schools are perhaps sometimes overstated, as the figures quoted in the report tend to show, but there is no doubt that such reluctance does exist and is not infrequently very deep-seated.

13. *Muhammadan education.*—Educationally, the Muhammadans of the province are still in advance of other communities, the percentage of Muhammadan scholars to Muhammadan population having risen from 2.6 to 3.9 during the last five years, as against a rise from 2.3 to 3.3 in the case of all classes of the population. The increase in the number of recognized *madrasas* and their pupils has already been noticed. The Madrasa Islamia Shams-ul-Huda at Patna, the management of which was transferred to Government during the preceding

quinquennium, continued to thrive and its roll number increased from 141 to 332. A new building has recently been completed to accommodate the lower classes of this institution.

14. *Hazaribagh Reformatory School.*—The number of boys at the Reformatory School is much the same as at the end of the previous quinquennium. A great improvement has been effected by fitting the school with electricity, a second engine being added last year. A foundry has also recently been provided and improvements effected in the workshop. Certain alterations are required in the hospital and segregation buildings so as to improve the arrangements for supervision and provide a proper operation room. It is hoped that these alterations will be made in the near future. The improvements which have been effected in the working of this institution during the last ten years are reflected in the results obtained. The fall in the number of re-convictions from 97 during the period 1912-17 to 79 during the following five years and to 16 during the quinquennium under review is particularly worthy of mention. It is also satisfactory to record that the health of the boys has greatly improved during the quinquennium. The jail-like conditions under which the school used to be run have practically all been removed since the appointment of the present Superintendent Mr. Webster, who deserves full credit for its present excellent condition.

15. *Conclusion.*—The quinquennium under review saw the end of the economic distress consequent upon the war and also of the disastrous effects upon education of the non-co-operation movement. The so-called national schools which came into existence during the preceding period have now nearly all disappeared, only 36 with less than 2,000 pupils remaining in 1927 out of some 400 with 17,000 pupils which were in existence at the beginning of the quinquennium. Progress has been marked in all spheres of education and the provincial statistics of literacy are now not much below those for India as a whole. These facts are encouraging but much still remains to be accomplished. Over 40 per cent. of the boys of school-going age in the province still do not attend any school, and hardly more than a beginning has yet been made with the education of Indian girls. Government agree with Mr. Fawcus, however, that in primary education improvement is now even more necessary than expansion, and the problem of effecting this improvement will be the chief concern of the immediate future. Meanwhile it is possible to look back on five years of steady

progress and Government record with pleasure the energy and ability with which Mr Fawcus has continued to administer the department during this period.

By order of the Government of Bihar and Orissa

(Ministry of Education),

E. C. ANSORGE,

Secretary to Government.