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FIRST
QUINQUENNIAL REVIEW

ON THE
PROGRESS OF EDUCATION

IN
BIHAR AND ORISSA

[Dealing with the period from April 1st, 1912 to March 31st, 1917.]



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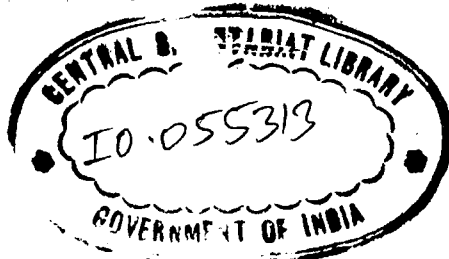


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CHAPTER I.

Introductory.

This review aims at giving an account of the progress of education in Bihar and Orissa during the five years ending on March 31st, 1917. Separate figures for Bihar and Orissa were given as an appendix to the last quinquennial review on education in Bengal, but those statistics included figures for nineteen Native States while the present review deals with British Territory only. Accordingly figures for 1911-12 for the area now under review have been given throughout, and the progress made must be judged by them rather than by comparison with the figures published five years ago.

2. The area under report is 83,233 square miles and the population at the time of the Census of 1911 was 34,490,084. It may be useful to record that the names of the States for which figures were included in the last quinquennial review are as follows :—Mayurbhanj, Keonjhar, Dhenkanal, Baud, Khandpara, Daspalla, Nayagarh, Talcher, Nilgiri, Hindol, Athmallik, Ranpur, Narsinghpur, Athgarh, Pal-Lahara, Baramba, Tigiria, Seraikela and Kharsawan. The area covered by these States is 14,989 square miles and their population in 1911 was 2,369,952. At the end of the year 1913-14 when they were last included in the Provincial report there were 54,569 pupils in their schools and the annual expenditure on education was approximately Rs. 2,84,000.

3. The three events during the past five years which have had the greatest effect on the progress of education in this area are the formation of the new Province on April 1st, 1912, the announcement of large additional grants for education from Imperial revenues in 1912, 1913 and 1914, and the outbreak of the war in August 1914. Before the districts now forming Bihar and Orissa were constituted into a separate Province, their educational needs were naturally subordinated to those of the more advanced districts under the Government of Bengal. The territorial re-distribution, however, has altered this state of affairs and has thereby given a great impetus to progress. The Imperial grants again have made it possible to finance a number of schemes for the expansion and improvement of education, which it would undoubtedly have been impossible for Provincial revenues to afford. On the other hand, the war has made it necessary to keep expenditure down as far as possible and thus many sanctioned schemes are in abeyance and expenditure on them has been postponed till the financial situation improves. Had it not been for this last factor this review would undoubtedly have chronicled much greater progress, but however much we may regret the necessity for curtailing expenditure, it is the plain duty of the department to exercise economy at the present time.

4. A summary of the principal events in the history of education in the Province during the five years is given below :—

- (i) The strengthening of the controlling and inspecting staff, the principal items being the appointment of an Assistant Director of Public Instruction ; the constitution of the Tirhut Division and the area comprising Angul and the Feudatory States into separate Inspectorates, the former being given the same staff as the other Commissioners' Divisions, viz., an Inspector, an Assistant Inspector, an Assistant Inspectress and a Special Inspecting Officer for Muhammadan Education ; and the appointment of a Second Inspectress ; whilst mention may be made of the construction of offices for an Inspector, 17 Deputy Inspectors and 2 Assistant Inspectresses, and a general strengthening of the ministerial staff of the department.
- (ii) The preparation and publication of the various sets of educational rules rendered necessary by the formation of the new Province, and their embodiment into an Education Code. Special mention should be made of the new grant-in-aid rules, scholarship rules and rules under the Local Self-Government Act.

- (iii) The appointment by Government of Committees to advise upon all the principal branches of education and the subsequent issue of Resolutions laying down the policy to be followed in each case.
- (iv) The preparation of a scheme for a Provincial University and the introduction of the necessary legislation in the Imperial Council.
- (v) The strengthening of the staffs of Patna and Ravenshaw Colleges ; the erection of new laboratories and the extension of hostel accommodation for Patna College ; the transfer of Greer Bhumi-har Brahman College to Government management ; an increase in the grant to the Bihar National College and the bringing of Tej Narayan Jubilee College on to the aided list under similar terms.
- (vi) The establishment of the Patna Training College on a permanent basis.
- (vii) The preparation and sanction of a general scheme for the improvement of Secondary Education, of which parts have already been brought into effect, namely, the distribution of larger grants to aided High and Middle English schools and the introduction of a standard scale of establishment in the Middle English schools managed by Government ; and large improvements in the buildings, grounds and furniture of a number of secondary schools, particularly those managed by Government.
- (viii) The establishment of a new graded service for teachers in Government employ who have passed the Vernacular Mastership Examination ; the introduction of a standard scale of establishment in all Middle Vernacular schools and of an experimental form of Vernacular School-Leaving Certificate Examination in selected schools of that status.
- (ix) The commencement of a policy of establishing primary schools under the direct management of local bodies ; the fixing of minimum rates of stipends for *gurus* of different qualifications ; the enforcement of a rule that at least 10 per cent of the pupils in every primary school must be exempted from the payment of fees, and the decision that *maktabs* and those Sanskrit *pathshalas* which teach a considerable part of the primary course should be treated as on the same footing as primary schools for the purpose of grants from public revenues.
- (x) The introduction of a system of assisting primary schools in municipalities through the agency of the municipalities and the appointment of an educational officer as a Commissioner in each municipality.
- (xi) A general reorganization of the first grade training schools and an improvement of their buildings ; the completion of the scheme for housing Guru Training Schools, and the constitution of a School Examination Board to regulate the examinations of Training Schools.
- (xii) Improvements in the buildings and equipment of the Bihar School of Engineering and the Ranchi Industrial School ; the opening of artisan classes in the Bihar School of Engineering and the transfer of the Weaving schools to the management of the Registrar of Co-operative Societies.
- (xiii) The opening of I. A. classes for women in connection with the Ravenshaw Girls' School ; the transfer to Government of the management of that school and the Bankipore Girls' High School ; improvements in the Badshah Nawab Razvi Training College for women ; the opening of a Government Training Class for women at Muzaffarpur, and large additional grants for girls' primary schools.

- (xiv) Large expenditure on the buildings of European schools; a general raising of the salaries in those schools rendered possible by special salary grants, and the creation of a series of special scholarships for poor Europeans.
- (xv) Considerable improvements in the buildings of the Reformatory School and minor additions to its staff.
- (xvi) The appointment of a special staff for the inspection of the schools for aborigines in the Ranchi district and the strengthening of the corresponding staff in the Santal Parganas.
- (xvii) The establishment of a Provincial Sanskrit Association and the appointment of an Assistant Superintendent of Sanskrit Studies.
- (xviii) Large expenditure on hostel buildings and their furniture; the introduction of a system of grants to hostels for superintendence and medical attendance, and the constitution of a Students' Residence Committee at Patna.
- (xix) The establishment of a Provincial Text-Book Committee.
- (xx) The initiation of a scheme for the medical inspection of schools and scholars, and of manual training in selected High schools, and the introduction of a system of direct moral instruction in secondary schools.

5. The progress made during the five years is summarized in the two tables given below :—

I.—INSTITUTIONS AND SCHOLARS.

Class of Institution.	1911-12		1915-16		1916-17	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7
I.—PUBLIC INSTITUTIONS.						
FOR MALES.						
Colleges ...	11	1,541	11	2,668	11	2,884
High English Schools.	91	24,817	94	32,392	100	34,734
Middle English Schools.	192	17,295	226	22,733	230	23,873
Middle Vernacular Schools.	133	9,30	125	11,034	130	11,635
Upper Primary Schools.	1 477	74,543	1,690	88,814	1,732	91,551
Lower Primary Schools.	18,929	493,354	19,543	503,050	20,432	527,805
Special Schools ...	1,959	52,231	2,377	62,282	1,671	43,036
Total ...	22,792	673,085	24,066	722,973	24,306	735,518

Class of Institution.	1911-12.		1915-16		1916-17.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7
I.—PUBLIC INSTITUTIONS— <i>concl'd.</i>						
FOR FEMALES.						
Colleges ...	...	...	...	...	...	...
High English Schools.	3	321	3	325	3	330
Middle English Schools.	8	826	8	892	9	1,074
Middle Vernacular Schools.	10	675	10	902	11	1,245
Upper Primary Schools.	62	3,312	90	4,646	89	4,609
Lower Primary Schools.	1,123	26,701	2,079	46,607	2,160	48,368
Special Schools ...	248	5,328	600	12,819	289	6,327
Total ...	1,454	37,163	2,790	66,191	2,561	61,953
Total of Public Institutions.	24,246	710,248	26,856	789,164	26,867	797,471
II.—PRIVATE INSTITUTIONS.						
FOR MALES	3,410	42,436	2,640	41,053	2,709	46,464
FOR FEMALES	34	761	62	1,213	56	1,090
Total ...	3,444	43,197	2,702	42,266	2,765	47,554
Grand Total of all Institutions.	27,690	753,445	29,558	831,430	29,632	845,025

II.—EXPENDITURE.

Sources of expenditure.	1911-12.			1915-16.			1916-17.		
	Direct.	Indirect.	Total.	Direct.	Indirect.	Total.	Direct.	Indirect.	Total.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	9,58,092	9,86,672	19,44,764	14,90,995	16,49,991	31,40,986	14,78,045	14,79,712	29,57,757
District Funds ...	5,42,742	1,81,695	7,24,437	12,05,676	3,51,659	15,57,335	12,47,801	3,25,798	15,73,599
Municipal Funds ...	43,862	7,745	51,607	99,186	29,041	1,28,227	1,01,114	71,634	1,72,748
Fees ...	14,72,253	1,79,816	16,52,069	20,06,834	2,59,607	22,66,441	21,49,453	87,481	22,36,964
Subscriptions and endowments, etc.	7,13,975	2,90,467	10,04,442	8,83,789	4,78,944	13,62,733	8,88,593	3,22,449	12,11,042
Total ...	37,30,924	16,46,395	53,77,319	56,86,480	27,69,242	84,55,722	58,65,006	22,87,074	81,52,080

6. It will be seen that during the five years the number of public institutions has risen by 2,621 and that of their pupils by 87,223, while though the number of private institutions has declined by 679 the number of their pupils has risen by 4,357, giving a grand total of 1,942 for the increase in the number of schools and 91,580 for the increase in the number of pupils. The expenditure has risen during the same period by Rs. 27,74,761 to which increase Provincial Revenues contribute Rs. 10,12,993, District Funds Rs. 8,49,162 and Municipal funds Rs. 1,21,141, the increase under the two latter heads being due largely to additional grants from Provincial Revenues to the different local bodies.

7. Turning to the figures for 1916-17 it should be noted that the decrease of 1,017 in the number of special schools is due to the fact that 1,108 *maktabs* and 64 Sanskrit *pathshalas* which were formerly returned as special schools have this year been shewn as primary schools, while the figures for expenditure are affected by the fact that this year expenditure on board in hostels for Indians has been omitted, the total under the head "Boarding Charges" in General Table IV thus falling from Rs. 5,30,628 to Rs. 2,07,523. The decrease of Rs. 1,83,229 in the expenditure from Provincial Revenues is accounted for by a curtailment of the expenditure under the head "Buildings, furniture and apparatus" owing to the war, there being a drop from Rs. 9,09,914 to Rs. 6,91,088 under this head. Public institutions for boys have risen in number by 240 while those for girls have declined by 229. The number of pupils in public schools for boys has risen by 12,545 and that in public schools for girls has declined by 4,238 while the number of private institutions has risen by 63 and that of their pupils by 5,288. The increase of 8,307 in the number of pupils in public institutions is satisfactory in view of the decrease by 1,265 during the previous year but the fall in the number of pupils in girls' schools is very disappointing. The matter is referred to in greater detail in chapter XIII, but it may be well to mention here that the decrease appears to be due mainly to the fact that during the previous two or three years a number of new girls' schools were opened by teachers anxious to secure the comparatively handsome stipends offered in such schools, and that where local bodies have not been able to find the necessary funds these schools have disappeared.

8. As already mentioned the number of public institutions rose during the five years by 2,621. The number of Government institutions rose from 342 to 381 and that of institutions managed by local bodies from 217 to 451, the increase in the latter case being due to the initiation of a policy of establishing primary schools under the direct management of such bodies. Five years ago the only district which showed any considerable number of such schools was Sambalpur. The number of aided schools has risen from 17,158 to 19,356 and that of unaided schools from 6,529 to 6,679.

9. A statement is given below showing the different heads under which expenditure has been incurred on buildings, furniture and apparatus during the past five years :—

Years and Sources of Expenditure.	Amounts expended on buildings, furniture and apparatus.								Total amount expended given in Summary No. G. T.
	Colleges.	High English Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Special Schools.	Inspection.	Patna University.	
1	2	3	4	5	6	7	8	9	10
1912-13.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R
Provincial Revenues ...	91,027	3,74,831	9,696	2,495	35,544	1,81,909	...	...	6,95
Local Funds ...	...	250	2,351	3,691	16,936	110	...	...	22
Municipal Funds ...	...	...	431	37	1,196	...	...	...	1
Subscriptions and other sources ...	7,017	48,335	22,317	3,891	46,099	10,455	...	...	1,34
Total ...	98,044	4,23,416	34,785	10,164	99,775	1,92,534	...	...	8,58,7
1913-14.									
Provincial Revenues ...	4,36,163	5,52,783	16,615	19,477	38,952	2,73,794	1,893	286	13,31
Local Funds ...	...	...	17,120	21,643	59,190	1,487	...	...	9
Municipal Funds ...	...	...	851	110	7,444	10	...	...	1
Subscriptions and other sources ...	20,115	71,127	27,329	4,249	41,414	1,112	...	...	1,6
Total ...	4,56,278	6,23,910	61,915	45,479	1,47,000	2,76,403	1,893	286	16,1
1914-15.									
Provincial Revenues ...	3,53,953	4,09,157	1,18,684	4,115	19,635	5,71,197	32,409	234	15,0
Local Funds ...	...	...	21,274	30,793	92,995	3,645	2,528	...	1,5
Municipal Funds ...	...	...	1,239	21	11,697	258	...	...	1
Subscriptions and other sources ...	33,322	51,834	42,890	4,336	36,824	15,984	...	...	1,8
Total ...	3,87,275	4,60,991	1,84,087	39,265	1,61,151	5,91,084	34,937	234	18,8
1915-16.									
Provincial Revenues ...	1,99,719	4,57,278	81,245	6,791	8,381	1,35,436	21,064	...	9,0
Local Funds ...	...	...	24,793	57,286	1,25,273	884	...	...	2,0
Municipal Funds ...	...	...	173	160	20,958	517	...	...	1
Subscriptions and other sources ...	65,451	1,02,803	40,775	2,887	36,954	16,235	...	...	2,1
Total ...	2,65,170	5,60,081	1,46,986	67,124	1,91,566	1,53,072	21,064	...	14,0
1916-17.									
Provincial Revenues ...	73,369	2,89,753	47,740	25,739	13,987	75,555	8,884	1,56,061	6,0
Local Funds ...	...	...	35,493	65,948	1,03,388	1,215	...	...	2,0
Municipal Funds ...	...	...	1,020	44	52,601	10,248	...	...	1
Subscriptions and other sources ...	35,875	86,328	44,953	46,477	35,222	2,333	...	...	2,0
Total ...	1,09,244	3,76,081	1,29,206	1,38,208	2,05,198	89,351	8,884	1,56,061	12,0

(a) Excluding Rs. 5,395 representing expenditure on schools in the Native States.
 (b) Do. Rs. 4,962 ditto ditto ditto ditto

It should be added that, while every endeavour has been made to distribute the figures as accurately as possible between the different sub-heads, those for the first four years of the quinquennium can only be taken as approximate.

10. Doubts are occasionally expressed as to the charges shewn against the side-heading "Miscellaneous" in General Table IV. It may therefore be well to specify that under this head are shewn charges incurred on schools which ceased to exist before the end of the year; examination charges; stipends, prizes and rewards to unrecognized *maktabs* and *tols* and payments to other private schools, as well as such other contingent and miscellaneous charges as do not appertain to any particular school or to the other side-heads given under "Indirect Expenditure" in that table. The fees shown against the side-heading "Hostel charges" are mainly fees for room rent and furniture rent, while those shown against "Miscellaneous charges" represent examination fees. A statement is given below showing the average sum paid in tuition and other fees in schools of different classes:—

Class of School.	Average number of pupils.	Total sum paid in tuition fees.	Total sum paid in other fees.	Average tuition fee.	Average sum paid in other fees.
1	2	3	4	5	6
		Rs.	Rs.	Rs. a. p.	Rs. a. p.
High schools for boys ...	32,442	7,08,053	30,528	21 13 2	0 15 1
Middle English schools for boys.	22,192	1,81,112	2,219	8 2 7	0 1 7
Middle Vernacular schools for boys.	11,000	36,824	457	3 5 7	0 0 8
Primary schools for boys ...	580,398	914,556	473	1 9 3	0 0 16
Special schools for boys ...	40,225	94,284	13,235	2 5 6	0 5 3
High schools for girls ...	328	4,184	552	12 12 1	1 10 11
Middle English schools for girls.	648	527	1,663	0 13 0	2 9 1
Middle Vernacular schools for girls.	1,142	1,152	201	1 0 2	0 2 10
Primary schools for girls ...	50,439	3,899	261	0 1 3	0 0 1
Special schools for girls ...	6,014	1,241	...	0 3 4	...

Separate statistics on this point and also for expenditure on buildings, furniture and apparatus are given in the chapter dealing with European schools.

11. The supplement to this report contains a table giving details as to the expenditure on schools in urban and rural areas, respectively. The figures, which exclude those for private institutions and European schools, show an all round increase during the year 1916-17. In urban areas the number of schools has risen by nine, that of their pupils by 4,096, and the direct expenditure by Rs. 81,239, while in rural areas the number of schools has risen by two, that of their pupils by 4,242, and the direct expenditure by Rs. 1,06,421. Similar figures for 1911-12 are not available. Another table, which is printed in this volume as Appendix I, gives details as to the percentage of children at school to children of school-going age in each district of the Province for 1911-12 and 1916-17, respectively.

12. A diagram was given in the last quinquennial review of education in India showing the general scheme of school classes in each Province. To enable this to be brought up to date it should be stated here that in Bihar and Orissa the vernacular course consists of two infant classes and six standards, of which the lowest is known as Standard I and the highest as Standard VI. There is no rule to prevent a pupil from passing through both infant classes in one year, but the course of each standard is intended to occupy a full year's study. Standards I and II are termed the Lower Primary, Standards III and IV the Upper Primary, and Standards V and VI the Middle classes. Most Middle English Schools and one or two High Schools have Infant and Lower Primary classes in which the course of study is exactly the same as in the corresponding classes of vernacular schools. In High and Middle English Schools the Upper Primary and Middle classes are designated Standards III to VI as in vernacular schools, but English is taught in them as a second language. Above these come Classes IV to I, the latter being the Matriculation class : in these four classes, which are called the High Stage, English is the medium of instruction. A boy from the Infant or Lower Primary classes of a vernacular school can pass at once to the corresponding class of a High or Middle English School, but one from a higher class cannot in an English School enter a class higher than Standard III, unless he has learnt English privately, in which case the Inspector may sanction his admission to any standard, not higher than that in which he was reading in the vernacular school, for which his knowledge of English fits him. An account of the special arrangements made at certain High Schools for ex-students of Middle Vernacular Schools is given in Chapter IX.

CHAPTER II.

New Rules and Regulations.

13. The creation of the new Province, so many of the problems of which differ from those of Bengal, rendered necessary the drafting of many new sets of rules. The most important of these, apart from the revision of the Reformatory School Code, were new scholarship rules published in November 1914 but not yet brought into force for reasons explained below ; new grant-in-aid rules for schools published in June 1913 and revised in January 1915 when a set of rules for colleges was added ; new rules under the Local Self-Government Act published in September 1915 and accompanied by a series of instructions to local bodies which superseded the old model rules for primary schools ; new rules for the District Council of Sambalpur published in June 1913 and revised in January 1917 to conform to the new rules under the Local Self-Government Act ; rules for the new Text-Book Committee published in August 1914 and for the School Examination Board constituted in July 1913 ; rules regulating the duties of the Inspectresses and their assistants published in August 1913 and rules for the Advisory Committees of Government Middle and Primary Girls' Schools published in August 1915.

14. The publication of these new sets of rules rendered obsolete as far as this Province was concerned a large part of the Rules and Orders of the Bengal Education Department, which moreover had not been revised after the delegations of power sanctioned in November 1911. Accordingly in 1914 the preparation of a Provincial Code was taken in hand. For the sake of conciseness it was decided to follow as a model not the Bengal Manual which contained a large number of circulars *in extenso* but a draft code for Eastern Bengal and Assam which had been prepared in 1911 but never saw the light. Further it was decided that in order to expedite matters the Code should first be published provisionally under the authority of the Director, references to old rules being indicated in the margin and that only after it had stood the test of use for a year or two should it be submitted to Government for final sanction. The new Code, which covers in all 279 pages, was ready for use at the end of 1915 and has proved a great convenience. It contains 13 chapters dealing with the following points :—

I.—Definitions, classification of educational institutions and the system of public instruction in force in the Province.

II.—Controlling Agencies.

III.—Arts Colleges.

IV.—Professional Colleges.

V.—Schools for general instruction.

VI.—Training Schools and Examinations for Teachers.

VII.—Technical Institutions.

VIII.—Oriental Schools.

IX.—Hostels and Messes.

X —Educational Buildings.

XI.—Scholarships.

XII.—The Text-Book Committee and School Examination Board.

XIII.—Departmental Routine and Procedure.

15. It will be convenient to refer here to three of the sets of rules mentioned above, namely, the grant-in-aid rules, the scholarship rules and the rules under the Local Self-Government Act, as each of these applies to institutions of several classes and so would not properly fall within the scope of any of the succeeding chapters.

16. The grant-in-aid rules in force when the Province was created laid down that in the districts comprising this Province the recurring grant to a High School should not exceed two-thirds of the sum guaranteed from private sources or in other words two-fifths of the total expenditure and that the grant to a middle, primary, training or special school should not exceed the total of the sum guaranteed from private sources. Non-recurring grants were to be limited ordinarily to Rs. 10,000 for any one project and the Government contribution was to be limited to the proportion laid down for recurring grants. It was found impossible to adhere to any of these restrictions when the Imperial grants of 1912-13 were distributed. The grant for secondary schools was used to bring the scale of establishment at selected schools up to a prescribed standard and to enable this to be done the monthly sum to be paid by Government had to be calculated not as a proportion of the total cost but by deducting from the prescribed cost the probable income to be derived from subscriptions and from fees charged at a fixed rate. With non-recurring grants, too, applications began to be received for sums much larger than Rs. 10,000, while the sum available locally seldom reached the two-fifths prescribed for High Schools or the moiety required in other cases. Again the Government of Bengal had in November 1911 delegated to Inspectors the power to sanction recurring grants of not more than Rs. 50 a month and non-recurring grants up to Rs. 500 to High and Middle Schools. Moreover a system of giving grants to hostels to enable them to provide efficient superintendence and medical care for their boarders was sanctioned in 1912 and the necessary rules had to be laid down. For these reasons a redraft of the whole set of rules seemed to be required and this was prepared on the lines of the rules in force in Eastern Bengal and Assam. The revised rules were published in June 1913. They fix the minimum maintenance grant to a High School at Rs. 75 a month and to a Middle English School at Rs. 30. Subject to this the grants are calculated at the sum required to supplement local resources so that the following scales of expenditure may be maintained :—

For a High School.

	Rs.
Headmaster	100
Assistant Headmaster	75
Third-master	60
Four Masters on Rs. 40... ..	160
One Master on Rs. 35	35
Persian teacher	30
Vernacular teachers on Rs. 25 and 20	45
Contingencies	30
	535

NOTE.—Where the number of pupils is less than 150 one master on Rs. 40 is omitted and the allowance for contingencies is only Rs. 20. For every extra vernacular taught two more teachers on Rs. 25 and Rs. 20 are allowed and where classes are duplicated owing to numbers the minimum pay for an English teacher is Rs. 35 and for a vernacular teacher Rs. 20.

For a Middle English School.

English teachers on Rs. 50 and Rs. 35	...	...	Rs.
Vernacular teachers on Rs. 25, 20 and 15	...	...	85
Contingencies	...	...	60
			15
			<hr/>
			160
			<hr/>

NOTE.—The salaries fixed for English teachers were formerly Rs. 40 and Rs. 30 but were raised in 1914. For every extra vernacular taught two more teachers on Rs. 25 and Rs. 15 are allowed and where classes are duplicated for numbers the minimum pay for an English teacher is Rs. 35 and for a vernacular teacher Rs. 15.

For capital grants the ordinary limit is two-thirds of the total cost and grants of more than Rs. 10,000 require the sanction of Government. Recurring grants to hostels are given on condition that the departmental regulations as to the floor space required for each pupil are observed, that Superintendents and Assistant Superintendents are appointed and given free quarters and allowances on a fixed scale, that a retaining fee is paid to a qualified doctor if there is one within two miles of the school, and that seat rents are levied according to a fixed scale, except in hostels for girls, aborigines and orphans. The rules as to the payment of allowances to Superintendents and doctors may be waived in the case of Mission hostels where efficient superintendence and medical care are provided by the missionaries themselves. The grants given are approximately equal to two-thirds of the sums to be paid to the Superintendents.

17. Some months later the matter was re-opened in connection with certain difficulties relating to the forms of the Trust Deeds to be executed when capital grants were given. It was decided to adopt three forms as alternatives. The first is a form of lease by which when land is acquired for a school it remains the property of Government but is leased to the school for a nominal rent so long as the management is satisfactory. In such a case Government retain a right to resume the land if the conditions of the lease are broken, while in paying compensation they will deduct the amount of any sum given by them towards the cost of the buildings erected but will pay the committee any sum which the latter may have contributed towards the cost of the land. The second form is a mortgage deed binding the committee which receives a grant not to use its buildings for other than educational purposes prior to the lapse of a period of 20 years from the date on which the grant is given and to conduct its institution efficiently, while the third is a mere undertaking to conform to such legal requirements as will provide the necessary security. The first deed is used without exception in cases where land is acquired. Where land is not acquired the second deed is used if the committee are pronounced competent to execute it; if the legal authorities do not consider them competent to do so there are two alternatives. Either the third form may be accepted as adequate, as is not infrequently done when the amount at issue is small, or the committee's land may be acquired by Government and leased back to them in the first form, the committee in such cases being required to waive their claim to compensation.

18. The rules after modification in this matter and in a few points of detail were republished in January 1915, a set of rules for colleges being issued at the same time. The latter is almost identical with the school rules except that no attempt is made to define how the maintenance grant should be calculated, while the rules regarding the Governing Bodies of Colleges are not so full as those relating to the Managing Committees of schools. In both sets of rules, the sections dealing with capital grants appear at first sight to be complicated but have worked well in practice. Provision is made for consultation with the local Executive Officers in all cases, the Commissioner being consulted by the Director in the case of colleges, while in the case of schools the Inspector or Inspectress submits the proposals to the Director through the District Officer and the Commissioner. The section relating to recurring grants to hostels has also proved satisfactory but those regarding Managing Committees and the general conditions to be observed by aided schools have been criticised by several Inspectors as not sufficiently explicit and as opening the door to misunderstanding between the Committee, the Secretary and the Headmaster. A redraft of these sections is therefore in contemplation.

19. As regards scholarships, it was necessary when the Province was created to decide how many of each class should be awarded, for of the scholarships sanctioned by the Government of Bengal some were open to competition among the old Province as a whole and were not reserved for the divisions constituting Bihar and Orissa, while in the other cases it seemed desirable to get the provision clearly reiterated as a starting point to any increased liberality of which the Imperial grants might permit. Accordingly in February 1913 it was decided to create the following :—

- 613 Lower Primary scholarships.
- 142 Upper Primary scholarships.
- 135 Middle scholarships.
- 53 Ordinary Junior scholarships (exclusive of two paid from a Trust fund).
- 17 Ordinary Senior scholarships (exclusive of one paid from a Trust fund).
- 2 Graduate scholarships.
- 1 Post-graduate scholarship.
- 6 Engineering scholarships.
- 6 Law scholarships for Oriyas.
- 2 Junior scholarships for Aborigines.
- 4 Junior scholarships for Muhammadans.
- 3 Junior scholarships for Girls.
- 2 Senior scholarships for Aborigines.
- 5 Senior scholarships for Muhammadans.
- 2 Senior scholarships for Girls.
- 1 Graduate scholarship for Muhammadans.

The only alterations in the number of scholarships previously sanctioned were as follows :—Against seven first grade Junior and seven first grade Senior scholarships previously open to the whole of Bengal five in each case were sanctioned for Bihar and Orissa. For girls the same provision was made as for the whole of the old Province, and for Muhammadans there were four Junior scholarships against six and four Senior scholarships against eight in addition to a Senior scholarship and a post-graduate scholarship which were to take the place of similar scholarships which before 1912 had been paid for from the Mohsin fund. The number of second grade Senior scholarships was raised from 10 to 12 and of two post-graduate and eight graduate scholarships previously in existence in Bengal, one and two respectively were sanctioned for the new Province.

20. The Lower Primary scholarships are paid for by District Boards in districts to which the Local Self-Government Act has been extended and by Provincial Revenues in other cases. They are of the monthly value of Rs. 2, are tenable for two years and are distributed by *thanas*. Girls from any primary or middle school may compete for these scholarships but boys may only be presented by Lower Primary Schools. The other scholarships are all paid from Provincial revenues. The Upper Primary Scholarships are of Rs. 3, are tenable for two years and are distributed by sub-divisions. The Middle scholarships were divided in May 1913 into 75 Middle English and 60 Middle Vernacular scholarships, the former being reserved for candidates from Middle English and the latter for candidates from Middle Vernacular schools, while at the same time candidates from Middle or High Schools were debarred from competing for Upper Primary Scholarships, an exception being allowed in the case of girls in middle schools. The value of middle scholarships is Rs. 4 and the period of tenure three years. Junior scholarships are awarded on the results of the Matriculation Examination and are tenable for two years. The ordinary Junior scholarships are divided into three grades, there being 5 first grade scholarships of Rs. 20 a month, 15 second grade scholarships of Rs. 15 and 33 third grade of Rs. 10. The first grade scholarships are competed for by candidates from the whole Province while the second grade are distributed by divisions, and the third grade by districts. Senior Scholarships

are awarded on the results of the Intermediate Examination. The ordinary Senior scholarships are of two grades, the value of the first grade being Rs. 25 and of the second Rs. 20. There are 5 first grade and 12 second grade scholarships. The former are open to the Province as a whole, the latter are distributed by divisions.

21. The four post graduate and graduate scholarships were replaced in 1914 by a research scholarship of Rs. 100 a month tenable for a period not exceeding three years and seven post-graduate scholarships of Rs. 30 tenable for two years. The former is open only to candidates who have obtained at least the Master's degree, while the latter are intended for graduates who aspire to reach that stage. One of the seven is reserved for a Muhammadan, one for an aboriginal and one for a native of Orissa, if candidates answering these descriptions and possessing the necessary qualifications are forthcoming.

22. The six Engineering scholarships are intended for Oriyas who are at present under a disadvantage as there is an Engineering school in Bihar but not in Orissa. There are two scholarships of Rs. 15 a month each tenable for two years by students reading the sub-overseer course and two of the same value for students reading the overseer course, while a practical training scholarship of Rs. 10 a month for 18 months and an Engineering scholarship of Rs. 20 a month tenable at Sibpur for four years complete the list. The value of the last named scholarship has recently been raised to Rs. 25 and the period has been extended to a fifth year, the value then being Rs. 50 if the student has passed the B. E. or L. E. Examination and Rs. 30 in other cases. The holder of this scholarship also receives an initial grant of Rs. 120 for the purchase of books and instruments.

23. The Law Scholarships for Oriyas were first sanctioned in November 1908 when the B. L. classes at the Ravenshaw College were closed. The value is Rs. 30 a month and the period of tenure two years, which may be extended to a third year on the recommendation of the Principal of the Law College.

24. In addition to the above list there is a series of scholarships connected with the Bihar School of Engineering and comprising :—

- (1) Twenty of the value of Rs. 7 tenable for one year in the overseer and sub-overseer departments, of which 8 are tenable in the second year class, 6 in the third year and 6 in the fourth year.
- (2) Five of the value of Rs. 7 tenable for one year in the second year of the Surveyors' class.
- (3) Three of the value of Rs. 12 tenable for one year by passed students under practical training in the Public Works Department or under a District Engineer or in the school workshop.
- (4) Five of the value of Rs. 20 tenable for one year by passed students under practical training under a District Engineer or in the school workshop.
- (5) Four of the value of Rs. 20 tenable for one year by passed students under practical training in the Public Works Department.
- (6) Two of the value of Rs. 50 tenable for one year by passed students under practical training in the Public Works Department.

There are also 6 scholarships of Rs. 5 each tenable for one year in the second year class of the Cuttack Survey School similar to item (2) above. With the exception of the surveyor's scholarships all of the above were in existence before the year 1912.

25. Another scholarship created somewhat later was an Engineering Scholarship similar to that for Oriyas already referred to but tenable at Rurki instead of at Sibpur. Its value is Rs. 30 for the first two years and Rs. 40 for the third and it is payable only for the nine months of the college session.

26. When the Province was first created subscriptions were in some cases being paid by the local *zemindars* towards the cost of certain Zila Schools. It was felt that there was no good reason why Government should appropriate these sums and in consequence 12 scholarships of Rs. 100 a year each tenable for two years were created to cover the sums received, the scholarships being reserved in each case for residents of the district concerned. Three such scholarships

were created at Monghyr (in addition to two free studentships), 6 at Chapra, and one each at Dumka, Motihari and Palamau, while from endowment funds the proceeds of which had previously been credited to Government one similar scholarship was created at Monghyr, 3 at Sambalpur, 2 at Muzaffarpur and 4 at Darbhanga.

27. The above paragraphs detail the provision now existing in the Province for scholarships. The adequacy in the case of college scholarships has been considered by the Patna University Committee and orders on their proposals will no doubt be issued in due course. The Engineering and Law scholarships appear at present to meet all needs. The provision for Primary and Middle scholarships has however been recognized to be inadequate on three grounds: the number is insufficient, the value is too small and the period of tenure in the case of middle scholarships is inadequate. A scheme has been sanctioned for remedying these defects. The number of Lower Primary Scholarships will be raised to 976, that of Upper Primary Scholarships to 243 and that of Middle scholarships to 180 while the value will be raised by Re. 1 in each case and Middle scholarships will be made tenable for four years by Middle English and five years by Middle Vernacular candidates. The cost of these proposals amounts to Rs. 80,000 and it has been decided to meet it as follows:—

	Rs.	as.	p.
From the grant of Rs. 2,19,000 for boys' primary schools	38,000	0	0
„ „ „ „ Rs. 47,000 for girls' „ „	16,000	0	0
„ „ „ „ Rs. 1,00,000 for general purposes	26,000	0	0
Total	80,000	0	0

28. The new scholarship rules, which as already mentioned were published in November 1914, do not differ greatly from the Bengal rules except as regards arrangement, but they limit eligibility to students belonging to this Province and incorporate the changes in the number, value and period of tenure of Middle and Primary scholarships already mentioned. School scholarships will continue to be tenable only at recognized schools in this Province, while college scholarships except Senior scholarships for girls and post-graduate and research scholarships will ordinarily be tenable only at colleges in this Province. Exceptions to this last rule now require the sanction of Government: under the new rules the power will be exercised by the Director. Primary and Middle scholarships are still to be awarded on the basis of a competitive examination. The preliminary *in situ* selection by inspecting officers is to continue and it is again laid down that in making this selection the pecuniary circumstances and conduct of the pupils should be given considerable weight. The distribution of Lower Primary scholarships by *thanas* and of Upper Primary scholarships by subdivisions also helps to distribute these scholarships among children of different classes. For Junior and Senior scholarships the marks gained at the Matriculation and Intermediate Examinations will continue to be the basis of award, while post-graduate scholarships are still to be awarded on the recommendations of the Governing Bodies of the different colleges. The Engineering scholarships as at present are to be awarded on the recommendations of the heads of the schools concerned except in the case of the sub-overseer scholarships for Oriyas where the marks gained at the Matriculation Examination are taken into account. The new rules have been kept in abeyance as the financial situation precluded the additional expenditure on middle and primary scholarships which they contemplated. Meanwhile the Bengal rules remain in force except for the changes made in May 1913 with regard to the schools eligible to present candidates for Middle and Primary scholarships (vide paragraph 20 above) and one or two alterations in the rules for post-graduate and research scholarships.

29. The remaining set of rules which may be mentioned here is that issued under the Local Self-Government Act in September 1915. This redraft was designed to give effect partly to current practice and partly to the recommendations of the Primary Education Committee which met in March 1914. The chief features are the limitation of the duties of District Boards to vernacular education (a provision which, like that above mentioned, has had to be

held in abeyance till the financial situation so far improves that Government can take over the Middle English Schools), the removal of the rule which required the sanction of the Director to the opening of any Board School and the drawing of a clear distinction between aided and stipendiary Primary schools, the former being defined as schools managed by a committee or society, while the latter are schools which are not so managed and where the District Board aid is given direct to the teacher. The object of the first change, which had the unanimous approval of the Primary Education Committee, is to prevent any tendency to divert to secondary education the all too limited funds at the disposal of the Boards, while the second is in accordance with the expressed policy of the Government of India in the matter of encouraging expansion through the medium of Board Schools. The reason for the third change is to make it plain that the two classes of schools are different ; with aided schools there is a responsible body to deal with and consequently more likelihood of permanency and of efficient management, while the stipendiary school is apt to disappear without notice and, since the teacher is practically uncontrolled save for one or two visits during the year by inspecting officers, to work much more irregularly than one which is supervised by a committee of interested neighbours. It is owing to the tendency of stipendiary schools to disappear that on the advice of the Primary Education Committee no provision has been made for building grants to such schools ; where a Board wishes to provide a school with a building it must now take it under its own management or place it in charge of a committee. How far this rule is adhered to in practice there is some doubt, but if it were strictly enforced there can be little doubt that less money would be wasted on buildings than has been the case in the past.

CHAPTER III.

The Imperial Grants.

(NOTE — In the first five paragraphs of this chapter the figures as in the annual Financial Statement are given in thousand of rupees for brevity.)

30. During the quinquennium the Province received grants from the Imperial Government aggregating Rs. 90,37 of which sum Rs. 39,71 was given for non-recurring charges and the balance represents the aggregate of the recurring grants, that is, five times the grant given in 1912-13, four times that given in 1913-14 and three times that given in 1914-15. Owing to the war no new Imperial grants were given in 1915-16 or 1916-17, though a very welcome recurring grant of Rs. 3,25 has since been announced for improving the pay and training of teachers. Details as to the different grants are given below. It will be noticed that while plainly a non-recurring grant cannot be used for recurring charges the contrary does not hold, and that the sum available for capital expenditure has been very largely increased by savings from the recurring grants. At the present time the balance of the non-recurring grants amounts to Rs. 17,91 but we have saved Rs. 9,27 from the recurring grants and the whole of these two sums will be available for non-recurring expenditure when the financial situation improves.

31. It may be worth while to indicate how the totals are reached. A record is kept in the Director's office and in the Secretariat of sanctions recorded each year against the different grants and at the end of the year a list of such charges is prepared and the actual expenditure is ascertained from the Accountant-General in the case of departmental charges and from the Superintending Engineers in the case of Public Works Department expenditure. The same procedure is followed in respect of charges sanctioned in previous years and provided separately in the departmental or Public Works Department budget, but where a recurring charge in the departmental budget is no longer kept separate but has merged with other charges under detailed heads, the full charge is debited to the grant concerned. In due time all the recurring grants will merge in the budget in this way and become indistinguishable

from the provincial total ; at present however, as will be seen from the figures below, there are portions of several grants which are not being used for recurring charges and of these portions it is necessary to keep accounts in detail. Such are the recurring grant of Rs. 1,00 given for the University and those parts of other grants which have been held back owing to the need for economy at the present time.

32. Turning first to the recurring grants the sums with which we have to deal are Rs. 5,30 given in 1912-13, Rs. 5,23 given in 1913-14 and Rs. 1,08 given in 1914-15. The following statement will show the objects for which the grants were given, how far they have been used and how much is left available for capital expenditure :—

I.—THE GRANT OF 1912-13.

Object of grant.	Amount.	Spent on recurring charges in—					Spent on non-recurring charges in—					Balance.
		1912-13	1913-14	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17	
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys' Primary schools	2,93	1,03	2,88	2,93	2,93	2,93	86	2	Nil	Nil	Nil	1,07
Girls' schools ...	55	20	51	55	55	55	5	1	Nil	Nil	Nil	33
General purposes ...	20	Nil	6	20	20	20	Nil	32	Nil	Nil	Nil	2
Hostels ...	51	Nil	10	15	16	21	65	42	28	Nil	Nil	58
Technical schools ...	26	Nil	13	17	18	20	32	4	8	Nil	Nil	18
European schools ...	25	2	10	11	12	12	23	15	14	12	12	2
Secondary schools ...	60	19	60	60	60	60	40	Nil	Nil	Nil	Nil	1
Total ...	5,30	1,44	4,38	4,71	4,74	4,81	2,51	96	50	12	12	2,21

II.—THE GRANT OF 1913-14.

Object of grant.	Amount.	Spent on recurring charges in—				Spent on non-recurring charges in—				Balance.
		1913-14	1914-15	1915-16	1916-17	1913-14	1914-15	1915-16	1916-17	
1	2	3	4	5	6	7	8	9	10	11
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	1,00	Nil	Nil	Nil	Nil	52	Nil	Nil	Nil	3,48
Boys' Primary schools	2,19	1,11	1,79	1,81	1,81	91	32	Nil	Nil	1,01
Girls' schools ...	47	9	29	31	31	11	11	Nil	Nil	66
Secondary schools ...	95	Nil	12	21	23	1,02	80	56	Nil	86
Manual Training ...	22	Nil	Nil	4	4	Nil	Nil	Nil	3	77
Colleges and Training schools.	40	3	5	38	40	1,26	19	Nil	Nil	—71
Total ...	5,23	1,23	2,25	2,75	2,79	3,82	1,42	56	3	6,07

III.—THE GRANT OF 1914-15.

Object of grant.	Amount.	Spent on recurring charges in—			Spent on non-recurring charges in—			Balance.
		1914-15	1915-16	1916-17	1914-15	1915-16	1916-17	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
General purposes ...	1,00	Nil	10	14	91	36	52	97
Pusa High School ...	8	3	8	8	3	Nil	Nil	2
Total ...	1,08	3	18	22	94	36	52	99

33. The expenditure from the non-recurring grants stands as follows :—

I.—THE BENGAL GRANT OF 1910-11.

Amount allotted to this Province by the Bengal Government and unspent on 31st March 1912.	Spent in 1912-13.	Spent in 1913-14.	Balance.
1	2	3	4
Rs.	Rs.	Rs.	
2,90	2,54	36	Nil. The grant was overspent by Rs. 26, which sum was debited to the Hostel grant of 1913-14.

NOTE.—The total sum spent from this grant in Bihar and Orissa was 4,56 but 1,66 had been spent before 31st March 1912.

II.—THE HOSTEL GRANT OF 1912-13.

Amount of grant.	Spent in 1912-13.	Spent in 1913-14.	Spent in 1914-15.	Balance.
1	2	3	4	5
Rs.	Rs.	Rs.	Rs.	
3,00	1,00	90	1,10	Nil. A sum of Rs. 14 has since been refunded from a grant paid to the G. B. B. College but the refund has been taken into account in connection with the hostel grant of 1913-14.

III.—THE NON-RECURRING GRANTS OF 1913-14.

Object of grant.	Amount.	Spent in 1913-14.	Spent in 1914-15.	Spent in 1915-16.	Spent in 1916-17.	Balance.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hostels	7,25	71	Nil	1,30	5	5,19
University	8,00	Nil	Nil	Nil	1,56	6,44
College, Secondary Schools and Training Schools	2,50	90	1,31	24	5	Nil
Elementary Schools	10,50	3,75	2,21	60	19	3,75
Manual Training	75	Nil	43	9	9	14
Girls' Schools, Technical and Special Schools	2,50	44	Nil	16	45	1,45
Gymnasias and Hygiene	2,25	52	66	9	4	94
Pusa High School	6	6	Nil	Nil	Nil	Nil
Total	33,81	6,38	4,61	2,48	2,43	17,91

34. It will be seen that the expenditure from the recurring and non-recurring grants amounts in all to Rs. 63,19 and the balance still in hand to Rs. 27,18. The former total agrees closely with the totals of the corresponding provisions made in the Education budget which have been as follows:—

Year.	Budget provision for Imperial grants.	Budget provision for Provincial expenditure.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
1912-13	5,45	20,80	26,25
1913-14	23,99	24,72	48,71
1914-15	16,43	27,35	43,78
1915-16	9,64	28,01	37,65
1916-17	8,34	28,88	37,22
Total	63,85	1,29,76	1,93,61

It must, however, be remembered that much of the expenditure has been incurred through the Public Works Department, and though sums have been transferred to that department during the course of each year yet in certain cases further specific provision has been made by that department in their budget, the totals being as follows:—

Year.	Public Works Department Budget provision for original works debitable to Imperial grants.	Public Works Department Budget provision for original works debitable to Provincial revenues.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
1912-13	1,03	92	1,95
1913-14	90	2,31	3,21
1914-15	2,68	5,88	8,56
1915-16	2,93	5,31	8,24
1916-17	75	2,37	3,12
Total	8,29	16,79	25,08

Thus the total sum made available from Imperial grants has been Rs. 72,14 of which Rs. 8,95 has not yet been spent, though it remains earmarked for educational expenditure.

35. Of the recurring grants of 1912-13 the following sums* have been permanently assigned :—

(a).—GRANT OF Rs. 2,93,000 FOR BOYS' PRIMARY SCHOOLS.

	Rs.
(1) For raising the pay of the Head Pandits of Guru Training Schools.	6,420
(2) For rewards to selected teachers	5,000
(3) For the equipment of Primary Schools	2,500
(4) For aided and stipendiary schools under District Boards and District Committees.	2,49,780
(5) For aided and stipendiary schools in Municipalities ...	29,300
	2,93,000

(b).—GRANT OF Rs. 55,000 FOR GIRLS' SCHOOLS.

(1) For raising stipends in Primary Schools	40,420
(2) For opening 5 new Model Primary Schools	2,220
(3) In part payment of the cost of 16 Special Schools for Muhammadan girls.	1,240
(4) For the Junior section of the Ravenshaw Girls' School ...	5,820
(5) For the Muzaffarpur Training class	2,400
(6) For improving the staff of the Badshah Nawab Razvi Training College.	2,856
	54,956

(c).—GRANT OF Rs. 20,000 FOR GENERAL PURPOSES.

(1) For bringing the staffs of Government Middle Vernacular Schools to the standard scale.	20,000
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(d).—GRANT OF Rs. 51,000 FOR HOSTELS,

	Rs.
(1) Recurring grants for supervision and medical treatment ...	10,000
(2) For servants and contingent charges in Government hostels ...	6,000
(3) For hostels under the Students' Residence Committee at Patna.	4,310
(4) For maintaining a hostel for the I. A. Classes for women at Cuttack.	374
	20,684

(e).—GRANT OF Rs. 26,000 FOR TECHNICAL SCHOOLS.

(1) Motor Class, Ranchi Industrial School	4,000
(2) Improvement of Weaving schools	6,436
(3) Grant to the Muzaffarpur Industrial School	2,214
(4) Artisan Classes in the Bihar School of Engineering ...	4,510
(5) Mining lecturers at Sijua and Jharua	690
(6) Lace and Industrial School for women at Bankipore ...	2,000
	19,850

(f).—GRANT OF Rs. 25,000 FOR EUROPEAN SCHOOLS.

(1) Scholarships and free-studentships payable in Bihar and Orissa.	4,320
(2) Grants-in-aid	9,906
	14,226

* See Note at the head of this chapter. In this and the following paragraphs exact figures are given. This accounts for certain slight apparent discrepancies from the figures given in the first five paragraphs of this chapter.

(g).—GRANT OF Rs. 60,000 FOR SECONDARY SCHOOLS.

	Rs.
(1) Recurring grants to High and Middle English Schools ...	60,000

36. For the recurring grants of 1913-14 the following are the figures :—

(a).—GRANT OF Rs. 1,00,000 FOR THE UNIVERSITY.

No recurring expenditure has yet been sanctioned.

(b).—GRANT OF Rs. 2,19,000 FOR BOYS' PRIMARY SCHOOLS.

	Rs.
(1) Schools in connection with factories, including the Peninsular Tobacco Company's Works at Monghyr.	5,595
(2) Maintenance of Board Primary Schools ...	27,000
(3) Stipends in Primary Schools ...	56,630
(4) For aiding more Primary Schools ...	23,430
(5) Improvement of Middle Vernacular Schools ...	62,000
(6) Education of Pans ...	6,345
	1,81,000

The balance of Rs. 38,000 is earmarked for expenditure on middle and primary scholarships.

(c).—GRANT OF Rs. 47,000 FOR GIRLS' SCHOOLS.

	Rs.
(1) Stipends in Primary Schools ...	15,000
(2) Raising 3 Upper Primary Schools in Sambalpur to the Middle Vernacular status.	2,500
(3) Extra conveyances for the Badshah Nawab Razvi Training College.	1,000
(4) Provincialization of the Bankipore Gipls' School ...	12,500
	31,000

The balance of Rs. 16,000 is earmarked for expenditure on middle and primary scholarships.

(d).—GRANT OF Rs. 95,000 FOR SECONDARY SCHOOLS.

	Rs.
(1) Allowances to Librarians in the Government High Schools for Girls.	480
(2) Additional Teacher in the Ravenshaw Girls' High School ...	960
(3) Drill Masters in the Puri and Hazaribagh Zila Schools ...	480
(4) Raising two Government Middle English Schools to the standard scale.	6,613
(5) Extra teachers for the Palamau Zila School ...	2,940
(6) Grants-in-aid to High and Middle English Schools ...	12,000
	23,473

(e).—GRANT OF Rs. 22,000 FOR MANUAL TRAINING.

(1) Experimental Manual Training classes at Ranchi, Bankipore, Bhagalpur and Cuttack.	4,000
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(f).—GRANT OF Rs. 40,000 FOR COLLEGES AND TRAINING SCHOOLS.

	Rs.
(1) Training School for Muhammadan Teachers at Panjipara ...	3,000
(2) Improving the staffs of Patna and Ravenshaw Colleges ...	37,000
	40,000

37. For the recurring grants of 1914-15 the figures are :—

(a).—GRANT OF Rs. 1,00,000 FOR GENERAL PURPOSES.

	Rs.
(1) I. A. Classes in the Ravenshaw Girls' School ...	2,700
(2) Accommodation for students at Bankipore and Patna ...	7,900
(3) Improvement of the staffs of Patna and Ravenshaw Colleges.	3,000
(4) Rewards for Sanskrit research	500
(5) Grant to the Jhalda Municipality for Primary Schools ...	259
	14,359

The balance is earmarked for the following charges :—

	Rs.
(1) I. A. Classes in the Bankipore Girls' School	2,700
(2) An Educational Magazine	1,540
(3) Improvements of the staffs of Colleges	20,000
(4) Raising the number and value of Middle and Primary Scholarships.	26,000
(5) Increase in the pay of teachers of Guru Training Schools and Training Schools for Muhammadan Teachers.	35,000
	85,240

(b).—GRANT OF Rs. 7,500 FOR THE PUSA HIGH SCHOOL.

(1) Appointment of extra teachers to enable the status of the school to be raised.	7,500
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38. Turning now to the non-recurring grants, we find that the share of the old Bengal non-recurring grant assigned to the districts now forming this Province was Rs. 4,56,000 though, as already noted, only Rs. 2,90,000 was available on April 1st, 1912, for Rs. 1,66,000 had already been spent. The charges sanctioned against this grant were as follows :—

	Rs.
(1) Improvement of Patna College (part of a scheme costing Rs. 30,466).	10,235
(2) Quarter for the Superintendent of Ravenshaw College Hostels.	7,910
(3) Hostel grants to aided Colleges (Bihar National College Rs. 35,000; Greer Bhumihar Brahman College Rs. 6,000; St. Columbas' College Rs. 29,000).	61,000
(4) Hostel grants to aided High Schools (Buxar Rs. 11,000; Sasaram Rs. 3,000; Deoghar Rs. 5,400; Jamui Rs. 2,100; C. M. S., Bhagalpur, Rs. 7,500; P. M. Academy, Cuttack, Rs. 8,000; Kendrapara Rs. 2,000; Jajpur Rs. 3,250; Giridih Rs. 6,000).	48,250
(5) Equipment of Primary schools, Rs. 52,833 in 1911-12 and Rs. 4,791 in 1912-13.	57,624
(6) Buildings of Guru Training Schools, Rs. 43,897 in 1911-12 and Rs. 82,843 in 1912-13.	1,26,740
(7) Hostels for Zila Schools (Gaya Rs. 38,800; Hazaribagh Rs. 15,000; Ranchi Rs. 12,818; Palamau Rs. 14,872; Chaibassa Rs. 20,776; Monghyr Rs. 19,870; Balasore Rs. 26,279; Sambalpur Rs. 11,878).	1,60,293
	4,72,052

The grant to Bihar National College has been paid but was not spent during the quinquennium, though proposals for the acquisition of a house are under consideration. The allotments made exceeded the grant by Rs. 16,000, and there was a further excess of Rs. 10,000 in round figures due to rises in the estimates for certain of the school hostels, bringing the total actual expenditure to Rs. 4,81,944. The excess of Rs. 26,000 has been debited to the Hostel grant of 7½ lakhs.

39. The Hostel grant of Rs. 3 lakhs given in 1912-13 was spent as follows :—

	Rs.
Acquiring land for hostels for Patna Training College and Patna Training School.	67,500
Repairing a building purchased as a hostel for Monghyr Zila School.	1,000
Hostel for Cuttack Training School	35,200
Hostel for Purulia Zila School	43,800
Adapting the old Jail at Bhagalpur for use as a Training School and hostels.	63,000
Grants to Colleges (Greer Bhumihar Brahman College Rs. 18,000; St. Columbas' College Rs. 10,000).	28,000
Grants to Schools (St. John's, Ranchi, Rs. 30,000; St. Paul's, Ranchi, Rs. 8,000; G. E. L. Mission, Ranchi, Rs. 16,500).	54,500
Enclosing hostel of Northbrook School at Darbhanga ...	2,500
Superintendent's quarters, Muzaffarpur Training School ...	4,500
	3,00,000

A sum of Rs. 13,556 has since been refunded by the authorities of Greer Bhumihar Brahman College and is taken into account in the following paragraph.

40. Turning now to the non-recurring grants of 1913-14, we find that the following charges have been debited in whole or in part to the Hostel grant of Rs. 7½ lakhs :—

	Rs.
Excess expenditure from the 1910-11 grant <i>less</i> the refund of Rs. 13,556 from the grant of 1912-13 (vide the two preceding paragraphs)	12,388
Land for Bihar National College	25,060
Hostel for Bihar and Orissa students at Rurki	20,000
Hostel for Patna Training College	45,758
Hostel for Patna Training School	57,655 ✓
Hostel for Muzaffarpur Training School	31,375
Hostel for Muzaffarpur Zila School	28,159
Hostel for Ranchi Zila School	30,074
Grant to St. Paul's High School	4,267
Quarters for Headmaster and Hostel Superintendent, Ranchi Zila School	20,397
Quarters for Headmaster and Hostel Superintendent, Patna Collegiate School	21,795
Hostel for Patna College, costing Rs. 33,200 exclusive of a local contribution of Rs. 15,600	24,000
	3,20,928

The total sum debited to the grant is Rs. 2,06,000, the balance having been met from Provincial Revenues. The following charges will also be debited to this grant :—

	Rs.
Hostel for Ranchi Training School	18,000
Hostel for Hazaribagh Zila School	50,047
Superintendent's quarters, Sambalpur Zila School	2,950
Quarters for Headmaster and Hostel Superintendent, Muzaffarpur Zila School	26,586
Hostel, Chapra Zila School	44,520
Extension of hostel, Puri Zila School	11,500
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	1,53,603
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41. Of the non-recurring grant of Rs. 8 lakhs for the University the only expenditure incurred during the quinquennium was a sum of Rs. 1,56,000 for the acquisition of land. The site acquired covers 649 acres.

42. The non-recurring grant of Rs. 2½ lakhs for Colleges, Secondary Schools and Training schools has been fully spent as follows :—

	Rs.
For the Patna Collegiate School	1,07,000
For the Patna Training School and Practising School	29,800
For the Muzaffarpur Training School and Practising School	30,000
For additions to the Palamau Zila School	8,200
For acquiring land for the Muzaffarpur Zila School	30,000
For a grant to the S. P. G. Mission at Ranchi	45,000
	<hr/>
	2,50,000
	<hr/>

43. The expenditure incurred against the grant of Rs. 10½ lakhs for Elementary Schools has been as follows :—

	Rs.
Buildings for Guru Training Schools	4,58,456
Board Schools	43,800
Municipal Schools	50,000
Government Middle Vernacular Schools in Singhbhum	68,811
Factory School at Monghyr	8,988
Schools in Patna Municipality	28,000
Miscellaneous charges	17,022
	<hr/>
	6,75,077
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44. Of the grant of Rs. 75,000 for Manual Training the following sums have been utilized :—

	Rs.
Manual Training Workshops at Ranchi, Bankipore, Bhagalpur and Cuttack, with fittings.	21,431
Construction of an additional workshop for the Bihar School of Engineering.	17,430
Acquisition of land for the Bihar School of Engineering	21,954
	<hr/>
Total	60,815
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45. Of the grant of Rs. 2½ lakhs for Girls' Schools, Technical and Special schools, the following sums have been allotted :—

	Rs.
Hindu Hostel for the Badshah Nawab Razvi Women's Training College.	2,450
Quarters for two teachers at the Badshah Nawab Razvi Women's Training College.	4,347
Residence and office for the Assistant Inspectress of Schools at Muzaffarpur.	15,377
Residence and office for the Assistant Inspectress of Schools at Ranchi.	12,770
Residence and office for the Assistant Inspectress of Schools at Bankipore.	13,790
Grant to the S. P. G. Mission Girls' School at Ranchi ...	22,000
Acquisition of buildings for the Ravenshaw Girls' School ...	39,158
	1,09,892

The actual cost of the projects above noted has been only Rs. 1,05,000. A sum of Rs. 57,000 will also be required for the workshop for the Hazaribagh Reformatory School.

46. With the grant of Rs. 2¼ lakhs for educational hygiene, gymnasia and play-grounds, the following projects have been or will be financed in whole or part :—

	Rs.
Drill sheds for 21 Government High Schools, including the cost of land at Gaya.	88,855
Land acquisition for Colleges (Greer Bhumihar Brahman College, Rs. 31,970 ; Tej Narayan Jubilee College, Rs. 24,528).	56,498
Land acquisition for Government High Schools (Muzaffarpur, Rs. 5,223 ; Darbhanga, Rs. 3,861 ; Dumka, Rs. 1,547 ; Patna City, Rs. 8,391 ; Purulia, Rs. 8,621 ; Balasore, Rs. 2,375).	30,018
Grants for land acquisition for aided High Schools (St. Paul's, Ranchi, Rs. 3,538 ; St. John's, Ranchi, Rs. 3,027).	6,565
	1,81,936

The drill sheds at Ranchi, Bhagalpur and Monghyr have not yet been built owing to the rise in the price of iron-work, while at Balasore materials have been collected at a cost of Rs. 2,883, but construction has not been begun. Of the projects debitable to this grant all have been completed except these four drill sheds and the land acquisition at Purulia and Balasore. The total cost has been approximately Rs. 1,57,000, of which sum Rs. 26,000 has been met from Provincial Revenues. It should be noted that the above is by no means a complete list of the play-grounds acquired during the five years for Government schools: land was also acquired at Ranchi (Rs. 36,100) ; Daltonganj (Rs. 1,626) ; Chapra (Rs. 5,679) ; Balasore (Rs. 5,283) ; Muzaffarpur (Rs. 30,000) ; Patna City (Rs. 27,129) ; Patna Collegiate School, with the Training College and Training School (Rs. 2,69,620) ; and Hazaribagh (Rs. 35) ; but these charges were met from savings from recurring grants or from Provincial Revenues.

47. The whole of the grant of Rs. 6,000 for the Pusa High School has been spent on erecting buildings for that school.

48. A list of the principal items financed from savings from the recurring grants is given below :—

In 1912-13.

	Rs.
Buildings of Guru Training Schools	22,394
Board Schools	60,200
Furniture for Government Hostels	17,505
Hostel for St. Paul's School, Ranchi	23,733
New buildings for Ranchi Industrial School	22,042
Grant to St. Joseph's Convent, Bankipore	10,237
Grant to St. John's School, Ranchi	36,500
Additions to the Bihar School of Engineering	10,404
Extension of Hostel for Ravenshaw College	19,800

In 1913-14.

Buildings for Middle Vernacular Schools in Board areas	32,000
Offices for Deputy Inspectors of Schools	49,000
Municipal Primary Schools	42,500
Improvement of Patna College	54,304
Improvement of Ravenshaw College	9,497
Laboratories for St. Columbas' College	50,000
Hostel grant to the G. E. L. Mission	6,000
Buildings for Middle English Schools in Board areas	95,000
Purchase of a hostel for Purnea Zila School	8,300

In 1914-15.

Temporary hostel, Patna College	19,212
Grant to St. Joseph's Convent, Cuttack	20,866
Grant to St. Joseph's Convent, Bankipore	30,000
Grant to St. Michael's School, Kurji	10,241
Furniture and libraries for Government Schools	22,000
Land acquisition, Patna City School	27,129
Furniture for Guru Training Schools	23,395

In 1915-16.

Grant to St. Michael's School, Kurji	18,072
Grant to the C. M. S. High School, Bhagalpur	14,100
Segregation Ward for St. Joseph's Convent, Bankipore	20,359

In 1916-17.

Grant to the Aurangabad High School	25,000
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49. The figures given above do not take into account recurring Imperial grants given before the quinquennium to the Government of Bengal and spent partly in Bihar and Orissa, such as the grant for the improvement of private colleges, or the two grants of ten lakhs of rupees each, given in 1902 and 1905. Of the first of these the Province receives an annual assignment of Rs. 21,000 and details as to the expenditure incurred will be found in Chapter VII. The other two grants have long merged in Provincial Revenues, and it is impossible now to calculate what part of them is being spent in Bihar and Orissa.

CHAPTER IV.

The Educational Services.

50. The cadre of the Indian Educational Service for the Province, when separated from that of Bengal, included 13 officers as shown below :—

- 2 Principals of Government Arts Colleges.
- 4 Professors in Government Arts Colleges.
- 1 Headmaster of a Government High School.
- 4 Inspectors of Schools.
- 1 Inspectress of Schools.
- 1 Lady Principal of the Training College for Women.

The Director of Public Instruction is not included in the cadre of the service. Of the two posts of Principals one, namely, that of Principal of Ravenshaw College, was vacant in 1912 and this has not yet been filled on a substantive basis, the permanent Principal holding a post in the Provincial Educational Service.

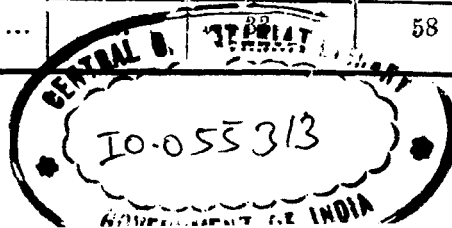
51. During the five years the cadre has been exactly doubled, the additional officers being :—

- 5 Professors in Government Arts Colleges.
- 1 Principal of the Patna Training College.
- 1 Vice-Principal of the Patna Training College.
- 1 Assistant Director of Public Instruction.
- 1 Inspectress of Schools.
- 2 Headmasters of Government High Schools.
- 1 Lady Principal of a Government High School.
- 1 Inspector of Schools.

Of the new posts those of Vice-Principal of the Patna Training College and an Inspector of Schools have not yet been filled, while in addition to these and the post of Principal above mentioned, a Headmastership and the post of Lady Principal of a Government High School were vacant at the end of the year 1916-17. Seven officers of the Indian Educational Service, Messrs. Russell, Maclean, Orgill, McCombe, Blair, Moore and Armour were absent on military duty at the end of the year 1916-17 in addition to Mr. R. F. Cooper, Principal of Greer Bhumihar Brahman College, who holds a post in Government service on a special rate of pay, while it may be noticed here that the various Labour Corps which have been sent to France and Mesopotamia have included in their ranks many village teachers and among their supervisors are Mr. T. Metcalfe, Head of the S. P. G. Mission Training School at Ranchi, and the Rev. Father Ory, who occupies a similar position under the Roman Mission.

52. The cadre of the Provincial Educational Service as sanctioned from 1st April 1912 and as existing on 31st March 1917, is shown below :—

Class.	Pay.	No. of posts on 1st April 1912.	No. of posts on 31st March 1917.
1	2	3	4
	Rs.		
I	700	1	2
II	600	2	3
III	500	2	3
IV	400	3	5
V	350	3	7
VI	300	5	9
VII	250	7	11
VIII	200	10	18
Total			58



The provisional cadre shown in the 1913-14 report included 34 officers, but one post in class VII had not been filled before the 1st April 1912, and this was omitted and sanctioned later. Including this post the changes have been as follows :—

ADDED.

Headmasters of Training Schools	...	...	...	3
Two Officers in the Oriental Public Library	...	...	...	2
Assistant Inspectress of Schools	...	...	...	1
Assistant Headmistresses of Government High Schools for Girls	...	...	...	2
Professors in the Patna Training College	...	...	...	3
Professors in Government Arts Colleges (one is temporary)	...	...	...	13
Assistant Inspectors of Schools (temporary)	...	...	...	2
Headmaster, Pusa High School	...	...	...	1
Inspector of Students' Residences (temporary)	...	...	...	1
				28

ABOLISHED.

Headmasters of Collegiate Schools replaced by an officer in the Indian Educational Service and one on special pay.	2
Hindi and Urdu Translator transferred to the Political Department	1
	3

Of the 58 posts one is that of the Oriya Translator, which will be abolished as soon as a fresh substantive appointment can be found for its occupant who now draws a special rate of pay, and one of the posts in the Oriental Public Library has been temporarily replaced by a post in the Subordinate Educational Service while its holder is absent on deputation. The temporary professorship has been rendered necessary by the transfer of an Indian Educational Service officer from Patna College to the newly provincialized college at Muzaffarpur, while the temporary Assistant Inspectorships, together with the permanent posts of the same nature, will cease to be required when the Deputy Inspectors are promoted to the Provincial Educational Service. The post of Principal of Ravenshaw College included in the cadre of this service will be superfluous as soon as an Indian Educational Service officer is confirmed in that appointment.

53. The cadre of the Subordinate Educational Service as sanctioned with effect from the 1st April 1912, and the present cadre are shown below :—

Class.	Pay.	Number of posts on 1st April 1912.	Number of posts on 31st March 1917.
1	2	3	4
	Rs.		
I ...	250	8	8
II ...	200	14	15
III ...	150	22	26
IV ...	125	31	35
V ...	100	62	68
VI ...	75	67	74
VII ...	60	77	85
VIII ...	50	91	100
Total ...	...	372	411

The changes during the five years have been as follows :—

ADDED.

For Zila Schools (including 8 posts for the new school at Pusa)	...	23
For Lecturers and Demonstrators	... ..	13
For Government Middle English Schools	... ..	8
For First Grade Training Schools	... ..	3
For a Special Inspecting Officer for Muhammadan Education	...	1
For Assistant Superintendents of Sanskrit Studies	... ..	2
For the Bihar School of Engineering, the Ranchi Industrial School and the Cuttack Survey School.		3
For the Muzaffarpur Sanskrit College	... ..	1
For the Oriental Public Library (temporarily in place of a post in the Provincial Service).		1
For the Headmaster of the Reformatory School	... ..	1
For a Deputy Inspector for Santal Schools, a third Deputy Inspector in the Feudatory States, and a Deputy Inspector for Aboriginal schools in Chota Nagpur.		3
For a Sub-Inspector in the Santal Parganas	1
For a Laboratory Assistant at Ravenshaw College	1

—

61

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ABOLISHED.

Clerks transferred to a separate service	7
A post at the Reformatory School placed outside the grades...	...	1
Two posts at the Oriental Public Library transferred to the Provincial Service.		2
Five posts abolished when Aboriginal Sub-Inspectors on special rates of pay were appointed for Ranchi.		5
One post of Translator placed under the Political Department	... ..	1
Five posts of Sub-Inspectors in the Feudatory States	... ..	5
One post of Headmaster of the Bhagalpur Zila School replaced by a post on special pay.		1

—

22

—

Four of the posts were superfluous at the end of 1916-17, for a headmaster in the Indian Educational Service had been sanctioned for the Muzaffarpur Zila School, while of the eight posts vacated by the Sub-Inspectors in the Feudatory States three remained to be abolished.

54. The number of posts in the first four classes of the service is now 84. When the cadre was first determined there was a large number of vacancies in these classes, and it was then decided that District Deputy Inspectors, Headmasters of Zila Schools and graduate lecturers in arts and science should normally be promoted to class IV on appointment as such. Subsequently Special Inspecting Officers for Muhammadan Education and an Assistant Superintendent of Sanskrit Studies were added to this list, which also includes in practice the Headmasters of the Cuttack Survey School and Ranchi Industrial School, a foreman mechanic at the Bihar School of Engineering and a curator at the Oriental Public Library. The number of Headmasters in the Subordinate Educational Service is 16, of District Deputy Inspectors 23, of Special Inspecting officers 4, and of lecturers and demonstrators 24, the latter group including eight lecturers on classical subjects of whom about half are usually graduates while the remainder are pandits or maulavis. The number of reserved posts is thus 68 leaving 16 posts for assistant masters and such officers. The arrangement worked well until 1916 when 12 new posts of lecturers were created, only two of which could be added to the higher grades of the service. At that time

the cadre of the higher classes being full, a number of temporary posts on Rs. 125 had to be created to which the new officers could be appointed until they could be absorbed into the cadre as vacancies occurred. This, however, caused a block in promotion and on the 31st March 1917 three Headmasters and three Deputy Inspectors were waiting for promotion to class IV, while only 17 of the 24 lecturers and demonstrators had been included in the first four classes of the service.

55. The cadre of the Lower Subordinate Educational Service at the beginning and end of the quinquennium is shown below :—

Class.	Pay.	Number of posts on 1st April 1912.	Number of posts on 31st March 1917.
1	2	3	4
	Rs.		
I ...	35—2—45	37	31
II ...	30—1—35	51	41
III ...	25—1—30	68	56
IV ...	20—1—25	91	59
V ...	15—1—20	126	67
Total ...	...	373	254

The service is insufficiently paid and has proved unsatisfactory and is therefore being gradually disintegrated. Twenty-six posts were abolished when the First Grade Training schools were reorganized; 12 when the teachers of Government Middle Vernacular schools were placed in the Vernacular Teachers' Service; 54 when the Ministerial Service was created; 12 when an equivalent number of Sub-Inspectors was appointed to fill 12 superfluous posts in the cadre of the Subordinate Service; and 15 on other occasions. Of the 30 posts of Assistant Sub-Inspectors included in the cadre one, which belonged to the Feudatory States, is now superfluous, while most of the others are filled only on a temporary basis pending their replacement by posts in the Subordinate Service.

56. A new service called the Vernacular Teachers' Service was created in 1913 for teachers in Government Middle Vernacular schools and others with similar qualifications. It is a rule that without the sanction of the Director no officer may be appointed to this service who has not passed the vernacular mastership examination. The cadre originally sanctioned, and that existing on the 31st March 1917 are shown below :—

Class.	Pay.	Number of posts sanctioned in 1913.	Number of posts on the 31st March 1917.
1	2	3	4
	Rs.		
I ...	50	5	8
II ...	40	16	26
III ...	30	29	48
IV ...	25	21	34
V ...	20	14	22
Total ...	...	85	138

It will be observed that not only do the maximum and minimum pay of this service exceed those of the Lower Subordinate Educational Service by Rs. 5 in each case but also the grading is greatly superior. The changes in the cadre since 1913 have been as follows :—

ADDED.

For teachers in three Government Girls' Middle Vernacular Schools in Sambalpur	9
For the vernacular teachers in the Reformatory School	14
For the maulavis, pandits and drill-masters in the first grade training schools	15
For vernacular teachers in High Schools, including six for the new school at Pusa	13
For Government Middle English Schools	11
For a vernacular teacher in the Sanskrit College	1
	68

ABOLISHED.

Five posts in the Dehri Middle Vernacular School which has been transferred to the management of the District Board.	5
Five posts in the Mahulia Middle Vernacular School which has been made an aided Middle English School.	5
	10

57. In April 1912 the pay of the head-pandits of Guru Training Schools was a fixed sum, the amount being Rs. 18 in most cases. Later in the same year a graded service was created for these pandits, containing 28 posts on Rs. 30, 28 on Rs. 25, 35 on Rs. 20 and 20 on Rs. 18. Subsequently one post on Rs. 18 was added when the third grade training school at Daltonganj became a Guru Training School while one post on Rs. 20 and two on Rs. 18 were abolished when the management of the schools at Nilgiri, Mayurbhanj and Dhenkanal was handed over to the States concerned. Sanction has recently been received to the inclusion of the remaining posts in the Vernacular Teachers' Service.

58. In March 1914 the clerks in the Department, who had previously drawn many different rates of pay inside or outside the graded services, were placed in four classes, while a clerk was given to each Zila School which had not one already, and a second clerk to seven Deputy Inspectors in addition to the two who had two clerks before. The number of clerks before the scheme was sanctioned was 93 while that approved in March 1914 and that at the end of the quinquennium are shown below :—

Pay.	Number of posts on 1st March 1914.	Number of posts on 31st March 1917.
1	2	3
Rs.		
75—5—100	6	9
50—2—70	12	12
35—1—45	20	37
25—1—35	72	87
Total	110	145

The additional posts created have been for the offices of Deputy Inspectors (13), the Reformatory School (5), the Sanskrit Association (3), the second Inspectress of Schools (2), the Ranchi Industrial School (2), and one each for the Bankipore Girls' High School, the Pusa High School, the Inspector of

Technical Schools, the Advisory Committee for Indian Students, the Patna Law College, the Patna College Laboratories, the School Examination Board, the Patna Training College, the Sanskrit College and the Inspector of European Schools. The posts at the Reformatory School and Ranchi Industrial School are not new but were not included in the Ministerial Service when it was first sanctioned. The fixing of Rs. 25 as the initial pay of a clerk instead of the old figure of Rs. 15 has made it possible to ensure that none but matriculates are appointed, while the increase in the number of clerks has done much to set teachers and inspecting officers free to discharge their proper functions instead of attending to details of office routine.

59. The above figures show in detail the changes which have taken place in the different services. The creation of the Vernacular Teachers' Service and of the Ministerial Service has resulted in a considerable improvement of the pay of many of the officers who needed it most, but it remains urgently necessary to abolish the remnants of the Lower Subordinate Educational Service in which promotion is exceedingly slow. When the English teachers from that service have been placed in the Subordinate Service, the Assistant Sub-Inspectors have been replaced by Sub-Inspectors and the vernacular teachers have been transferred to the Vernacular Teachers' Service, a real improvement will be effected. The cost of this reform, part of which will be introduced with the help of the new grant of $3\frac{1}{4}$ lakhs, is estimated at Rs. 1,07,212. Again when effect is given to the scheme for placing the Headmasters of Zila Schools and Deputy Inspectors in charge of districts in the Provincial Service, a much larger range of promotion within the Subordinate Service will be opened up to the other officers in that service, for whom, as shown in paragraph 5 above, there are at present few chances of promotion to the upper grades. And further it must be remembered when considering the work of the past five years that when new posts have been created they have been added with an eye to the sanctioned schemes of improvement; thus the new High School at Pusa has already the full staff of a headmaster in the Provincial Educational Service, 8 assistants in the Subordinate Educational Service and 6 (there being two vernaculars) in the Vernacular Teachers' Service, and in the same way while 22 posts have been added to the graded services for the existing High Schools 15 of these have been added to the Subordinate Educational Service, 7 to the Vernacular Teachers' Service, and none to the Lower Subordinate Educational Service. In this way the average pay of a teacher has risen considerably, the figures at present being as follows:—

Service.	Number of Officers.			Average pay.	Remarks.
	European or domiciled community.	Indians.	Total.		
1	2	3	4	5	6
Indian Educational Service	20	1	21	Rs. 726·3	Excluding 5 vacant posts. If the post of Director is included the average is Rs. 784·2.
Provincial Educational Service.	6	50	56	313·8	Excluding 2 superfluous posts.
Subordinate Educational Service.	3	404	407	86·9	Excluding 4 superfluous posts.
Unclassified posts (including the Lower Subordinate Educational Service, Vernacular Teachers' Service and Head Pandits of Guru Training Schools).	4	1,213	1,217	32·0	Includes the post of Director. If this post is excluded, the average is Rs. 30·4.
Total ...	33	1,668	1,701	63·0	

The large increase in the Indian Educational Service and Provincial Educational Service cadres are also noticeable features; the former service has increased by 100 per cent while in the Provincial Service when effect is given to the scheme for promoting the Headmasters and Deputy Inspectors the increase will have been still larger.

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

Kind of employment.	Number of teachers in public institutions not managed by Government.	Average pay in rupees to one place of decimals.			
		In Colleges.	In Secondary schools.	In Primary schools.	In special schools.
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
Board	1,215	...	19·2	10·9	10·3
Municipal	95	...	24·3	11·6	18·0
Private	31,632	147·6	31·3	7·1	11·6
Total	32,942	147·6	29·2	7·2	11·6

That these figures represent a considerable improvement on those for 1911-12 there can be little doubt. The improvement in the pay of teachers in primary schools is referred to in Chapter X. As regards secondary schools the Tirhut Inspector remarks that the introduction of the standard scales of establishment has greatly benefited the teachers in aided schools but that the unaided schools continue to maintain ill-paid staffs. The Orissa Inspector states that during the five years the salaries of the teachers in all the Middle English Schools and in the aided and unaided High Schools in his division improved greatly owing to increased grants from public funds and larger receipts from fees and other private sources. The Chota Nagpur Inspector writes :—

In aided High Schools the rates of pay now range generally from Rs. 20 to Rs. 100 instead of from Rs. 12 to Rs. 60; the figures in this case are approximate and exclude Mission Schools, which have different scales, though these tend to rise as the market value of teachers increases. * * * * In privately managed middle schools the general scale is now from Rs. 50 to Rs. 15 with a few posts on Rs. 10 in schools which have not yet adopted the full standard scale: five years ago the general range was from Rs. 30 to Rs. 6.

61. It is not enough, however, to improve the teacher's pay. Before justice can be said to have been done arrangements must be made to provide for him after his retirement, whether by granting him a pension or enabling him to contribute to a provident fund. If this is not done the teacher and his family may literally starve when old age or failing health compels him to give up school work. A scheme for a provident fund for teachers in aided schools has been under consideration for some time but has not yet taken shape: meanwhile a few privately managed High Schools have started provident funds of their own, those at the Bihar High School, Mukherjee's Seminary at Muzaffarpur, the Lutheran High School at Ranchi, St. Columba's Collegiate School, and the Manbhum Victoria Institution being mentioned in the reports. The number of teachers contributing to these funds is 68. Forty-eight teachers in schools maintained by the Hathwa Raj and Darbhanga Raj are rendering pensionable service and one teacher in a Mission School is returned as holding a pensionable post. The teachers of railway schools contribute to the railway provident funds, the number being 46 in the East Indian Railway schools, 36 in those maintained by the Bengal-Nagpur Railway and one in a school maintained by the Bengal and North-Western Railway. Educational officers employed by local bodies are allowed to contribute to provident funds if their salary exceeds Rs. 10 and they have been confirmed in their posts: the number of officers so contributing is returned as 704, a figure which should

expand steadily as the number of Board schools rises, and which moreover does not include 9 teachers in schools managed by the District Council of Sambalpur, who are eligible either for pensions or gratuities at the discretion of the Council.

CHAPTER V.

Controlling Agencies.

62. The controlling and inspecting staff of the Department of Public Instruction consists of the Director and Assistant Director, 5 Inspectors, 1 Additional Inspector, 2 Inspectresses, 5 Assistant Inspectors, 5 Assistant Inspectresses, 27 Deputy Inspectors, 191 Sub-Inspectors, 29 Assistant Sub-Inspectors and 147 Inspecting Pandits. In addition to these there are 5 Special Inspecting Officers for Muhammadan Education, an Assistant Superintendent of Sanskrit Studies, an Inspector of Students' Residences at Bankipore, a Lady Superintendent of Atus at Patna and 10 Inspecting Maulavis.

63. The Director is personally responsible for the inspection of recognized public institutions for collegiate education, though colleges are also inspected from time to time by the University through the agency of Inspectors appointed by the Syndicate. He is also entitled to inspect any other public educational institution in the Province. He is responsible for the administration and control of Government colleges, the administration of grants to aided colleges and generally for the efficient working of the department. When the Province was created no post of Assistant Director was sanctioned but the work in the Director's office proved so heavy that it was found necessary to keep an officer on special duty until the post of an Assistant Director was sanctioned in April 1915. Even with this assistance the work in the Director's office remains very heavy and the need for another gazetted officer has been suggested in previous reports. It remains however to be seen whether the creation of the University will not lessen the Director's work in connection with colleges and so render the present staff adequate. I held the post of Director throughout the year 1916-17, while the post of Assistant Director was held by Mr. F. R. Blair until October 6th, 1916, on which date he left to join the Indian Army Reserve of Officers and Babu Nalini Mohan Das Gupta, Superintendent of the office, was appointed to act in his place. The cost of direction during the year 1916-17 was Rs. 77,837, the decrease of Rs. 2,660 from the figure of the previous year being due to Mr. Blair's deputation. The Director's office staff consists of one Superintendent and 25 Assistants.

64. In April 1912 the Province had 4 sanctioned posts of Inspectors in the Indian Educational Service for the Patna, Bhagalpur, Orissa and Chota Nagpur Divisions, respectively. The Tirhut Division was under the general control of the Inspector at Patna assisted by an Additional Inspector whose duties were confined to Tirhut, while the Garjat States of Orissa were under the general control of the Orissa Inspector, who was helped by an Assistant Inspector whose duties extended over those States and Sambalpur. The five States transferred in 1905 from the Central Provinces were and remain independent of the Government inspecting staff except in so far as the Educational officer in charge of the Garjat States visits as University Inspector any recognized High School in the States.

65. In 1912 it was recognized that the Patna and Tirhut Divisions were too heavy a charge for one man and accordingly the Tirhut Division was constituted a separate inspectorate with headquarters at Muzaffarpur. The post was held substantively by an Additional Inspector until April 1915 when it was replaced by one in the Indian Educational Service, but as no recruitment has yet been made for the new post an officer in the Provincial Service remains in charge. The Orissa charge was also felt to be too heavy and in 1914-15 it was limited to the districts of Cuttack, Puri, Balasore and Sambalpur, the district of Angul and the Garjat States being placed in the independent charge of an Additional Inspector. The present staff therefore consists of five Inspectors and one Additional Inspector. The duties of these two classes

of officers are the same, the term 'Additional Inspector' serving only to denote that the post is one included in the cadre of the Provincial Service. The Inspectors and the Additional Inspector are responsible for the management of all Government schools for boys in their areas except the Ranchi Zila School, the Patna Collegiate School and the Patna Training School and its practising school, which have been specially excepted. The two latter are controlled by the Principal of the Patna Training College, who exercises with respect to them the same powers as an Inspector, while the Ranchi Zila School is administered by the Director. The Inspectors and Additional Inspector sanction grants to schools under their control subject to the limits of the budget allotments at their disposal and after reference to the Commissioner in the case of a new grant to a High School and the District Officer in other cases. They are competent to sanction grants to any classes of schools for boys except middle and primary schools in District Board areas, and primary schools in Municipal areas. Grants to schools of the first of these classes are sanctioned by the District Boards and to the second by the Municipalities, while as regards girls' schools the District Boards and Municipalities deal with primary schools and in other cases the power of sanctioning grants rests with the Inspectresses. The Inspectors and Additional Inspector are required to visit every High School in their charge at least once a year and other secondary schools as often as they can manage to do so, while they are also expected to visit a number of primary schools every year so that they may see how the Sub-Inspectors, Assistant Sub-Inspectors and Inspecting Pandits are doing their work. The Inspector is competent to make observations on all the educational proceedings of District Boards and on their budgets while the District Board must consult him before giving a grant to any school. He makes all appointments to posts in Government service under his control of which the initial salary does not exceed Rs. 100 and in general he is responsible for the state of education in his Division. He is expected to consult the Commissioner in all matters of importance and to give the latter any advice on educational matters that he may need. Inspectors of Schools are expected to be on tour for not less than 150 days in a year.

66. In March 1914 when the ministerial staff of the department was revised each Inspector was given a staff of five clerks and a paid probationer and this number appears to be generally adequate except in Orissa, where the Inspector writes:—

There is a marked increase in the number of letters received and issued, and we cannot expect to bear this strain indefinitely, unless an additional clerk is sanctioned for the Division. Three years ago the Inspector of Schools was asking for an additional clerk and yearly the need for one becomes more pressing.

Sanction was also accorded during the quinquennium to the grant of a shorthand allowance to a clerk in each Inspector's office and the Inspector was allowed to take a clerk on tour with him to facilitate the disposal of office work. The office at Ranchi has been provided with a new building and one is under construction at Muzaffarpur. At Cuttack the Inspector uses part of the Commissioner's office while at Bhagalpur and Patna the offices are held in rented houses. The office of the Additional Inspector for Angul and the Garjat States is now held at Cuttack but it is about to be moved to Sambalpur where a residence for the Additional Inspector is under construction. Residences were built during the quinquennium for the Inspectors at Patna and Ranchi.

67. In April 1912 there was only one Inspectress of Schools for the Province with headquarters at Bankipore. Before the territorial redistribution her charge had covered only the three Bihar Divisions and Chota Nagpur while Orissa had been grouped with the Presidency and Burdwan Divisions. The creation of the new Province made it necessary as a temporary measure to place Orissa also under her control but it was recognized that the charge was too heavy and a second Inspectress was appointed in April 1915. The Inspectress at Bankipore is now in charge of the Patna, Tirhut and Bhagalpur Divisions and the other, whose headquarters are at Ranchi, of Chota Nagpur and Orissa. Each Inspectress has two clerks, and at Bankipore a combined office and residence has been built

The Inspectresses exercise over girls' schools powers similar to those exercised by Inspectors in the case of boys' schools. The Ravenshaw Girls' High School at Cuttack, like the Ranchi Zila School, is under the immediate control of the Director, while in all matters relating to buildings and similar questions the Inspectress is expected to obtain the advice and assistance of the Inspector.

68. Although the staff of Inspectresses was strengthened during the quinquennium it is still inadequate. Girls' schools are less numerous than boys' schools but at the same time ladies cannot fairly be expected to tour for so large a proportion of the year as men and at present the area of the charge of each Inspectress exceeds 40,000 square miles. General approval has been accorded by Government to a scheme for the appointment of a third Inspectress for Orissa but owing to the financial situation the sanction of the Secretary of State has not yet been sought. If sanction is obtained to this extra appointment, the Inspectress at Ranchi will relieve the Inspectress at Bankipore of the charge of the Bhagalpur Division. An Inspectress of Schools is expected to be on tour for not less than 90 days in a year.

69. In April 1912 the Province had 4 Assistant Inspectors of whom three were attached to the Bhagalpur, Patna and Chota Nagpur Divisions while the fourth, as already mentioned, was attached to the Garjat States and Sambalpur. Of these posts that at Patna was raised in 1912-13 to the status of an Additional Inspectorship and the post thus created was transferred to the Garjat States and Angul when the latter was made an independent charge, the Assistant Inspectorship from the Garjat States being transferred at the same time to Patna. In 1915 it was found necessary to appoint temporary Assistant Inspectors for the two Divisions which had not such officers, but it is the intention that when the sanctioned scheme for placing Deputy Inspectors in the Provincial Service is brought into effect considerably larger powers should be delegated to these officers, and in that case all the five Assistant Inspectorships will become superfluous and will be abolished. The Assistant Inspectors at present are concerned mainly with Middle and Guru Training Schools, though they may also visit High Schools when required to do so by the Inspector. They also help the latter in the disposal of his office work. An Assistant Inspector is required to remain on tour for 150 days in a year.

70. There were 4 Assistant Inspectresses when the Province was created but a fifth was added in 1913 for the Tirhut Division, which until then had been in charge of the Assistant Inspectress at Patna. These ladies inspect all girls' schools in their Divisions except High Schools and Training Colleges and are required generally to assist the Inspectresses in any way that the latter wish. They have each on an average 522 girls' schools under their charge. They have to remain on tour for not less than 150 days in a year. A combined office and residence was built during the quinquennium for each of the Assistant Inspectresses at Ranchi and Bankipore, while at Muzaffarpur a house was purchased as an office and residence for the Assistant Inspectress as well as to accommodate the local Training Class for women.

71. The number of Deputy Inspectors at the beginning of the quinquennium was 24 but three new appointments have since been made, one for the Santal schools in the Santal Parganas, one for the schools for aborigines in Chota Nagpur and one (in addition to two previously existing) for the area including Angul and the Garjat States. Of the 27 officers 23, who may be called District Deputy Inspectors, are the chief educational officers of the districts or groups of States in which they are serving. In districts where there are District Boards they are members of the Boards and are expected to act as their educational advisers. Deputy Inspectors visit all classes of schools except High Schools and first grade Training schools and middle and *pardah* girls' schools but are specially concerned with Middle, Upper Primary and Guru Training Schools of which the average number to each officer is 13·2, 67·2, and 4·4, respectively. Their relation to the District Officer corresponds to that of the Inspector to the Commissioner. In view of the importance and responsibility of the duties which these officers have to perform it has been decided to give them gazetted rank and to place them in the Provincial Service as soon as funds can be found. Meanwhile it has been made a rule that on appointment as District

Deputy Inspector an officer should ordinarily be promoted to class IV of the Subordinate Educational Service, the pay of which is Rs. 125. Before this rule was made it was not unusual to find the Deputy Inspector junior to some of his own Sub-Inspectors, for the pay of officers of the latter class ranges up to Rs. 100. A Deputy Inspector is required to be on tour for not less than 150 days in a year.

72. Regarding the work of the Deputy Inspectors the Inspectors write as follows :—

Patna.—The Deputy Inspector is the most important link in the chain of the departmental inspecting agency. His work, already heavy, is becoming more onerous with each advance in educational progress. The introduction of every new scheme involving the collection and collation of various returns and statistics throws fresh burdens on his shoulders. His office staff, it is true, has been very much strengthened, and he has now got two clerks, both in the new clerical service. The proposal now under consideration to place the Sadr Sub-Inspector in charge of his office during his absence on tour and to make the former responsible for the schools situated within the Sadr Municipality only will bring further relief in the matter of office work. He seems, however, to require assistance in another direction, viz., that of inspection. The number of Upper Primary Schools is increasing rapidly. He has to visit them at least once a year and 20 per cent. of the Lower Primary schools. He has also to pay half-yearly and, if possible, quarterly visits to all Middle and Guru Training schools. All this is proving too much for one man to do and the time is not far off when the question of appointing additional Deputy Inspectors in specially heavy districts will have to be considered.

Chota Nagpur.—The Deputy Inspectors, of whom there has been one to each district throughout the quinquennium, have played their part well on the whole. They are heavily taxed with office work, which with their touring leaves them but little time for the study of maps and figures, and it is perhaps due to this rather than to conservatism that they seem to prefer a *laissez faire* policy in the matter of establishing new schools to any more scientific plan. I have received much assistance from all of them.

Orissa.—The position of the Deputy Inspectors is one of primary importance and requires due recognition. The present quinquennium saw the deputation of a Deputy Inspector to the Patna Training College for the first time in this Division. That the superior Inspecting Officers should be trained first seems to be a self-evident fact, and I have deputed another Deputy Inspector this year for training and hope to have all trained after a year or two. In order to relieve Deputy Inspectors of some portion of their heavy office work more satisfactory arrangements are necessary and extra clerks should be appointed to cope with the correspondence work, which is steadily on the increase. The Deputy Inspector of Schools, Balasore, suggests the desirability of the appointment of an additional Deputy Inspector for that district. This I consider to be reasonable as that district is well supplied with schools and is very progressive in education.

The appointment of more additional Deputy Inspectors is however open to objection, for it is perhaps best to have one officer in charge of the educational policy of a district and not a system of dual control. Where the work of the Deputy Inspector is too heavy the question of devolving some of his duties to Sub-Inspectors or perhaps to the senior Sub-Inspector in each Subdivision should be considered.

73. During the quinquennium funds were allotted for the construction of offices for all the District Deputy Inspectors except for those at Monghyr, Dumka, Hazaribagh and Chaibassa and for the two whose jurisdiction is confined to the Feudatory States. In these six cases the existing accommodation is adequate. When the ministerial staff of the department was reorganised nine District Deputy Inspectors were given two clerks and the remainder one each, but since then it has been found necessary to give a second clerk in 10 more cases, while the Deputy Inspector at Cuttack has been given three clerks instead of two. The officers who have still only one clerk are the three in Angul and the Garjat States, and the Deputy Inspector of Singhbhum, who is helped by the clerk of the District Committee of Public Instruction.

74. When the province was created the number of Sub-Inspectors was 180, of whom 176 were members of the Subordinate Service while there were four Sub-Inspectors of Santal Schools in the Lower Subordinate Service. During the five years the number has risen to 191 of whom 176 are still in the Subordinate Service while the remainder are Sub-Inspectors of Aboriginal Schools on a special scale of pay of Rs. 30-2-50. Only aborigines are

eligible for the latter posts. In the Subordinate Service 12 new appointments were made when the cadre of that service was settled and it was found that it contained 12 vacant posts, while one additional post was created for the Santal Parganas to enable an officer to be posted at Madhupur as the educational adviser of the Municipality there. On the other hand there were in 1912 eight Sub-Inspectors employed by Government in the Garjat States, but they have since been transferred as it was found that where the appointment of Sub-Inspectors was left in the hands of the State authorities the latter took more interest in education and in consequence maintained their schools in a higher state of efficiency. Five Sub-Inspectors in the Subordinate Service were replaced in 1915 by 8 aboriginal officers for the Ranchi District, while in the Santal Parganas the number of aboriginal officers was raised from 4 to 7 in 1912 and the four existing posts were taken out of the cadre of the Lower Subordinate Service and placed on the special scale already mentioned. Sub-Inspectors are in charge of the primary schools, indigenous schools, *maktabs* and Sanskrit *pathshalas* within their circles. The average number of such schools to each officer is at present 117·4, the Assistant Sub-Inspectors mentioned in paragraph 78 being taken into account. They are required to spend at least 200 days a year on tour and the Primary Education Committee considered that they should inspect their schools at least three times a year, a requirement which would mean roughly that no officer should be in charge of more than 66 schools. At present, as may be seen from the figures given above, many of the circles are much larger than this and in consequence the schools do not receive from the Sub-Inspectors as many visits as they should, though this defect is to some extent remedied by the visits which they receive from Inspecting Pandits. When the posts of the latter are abolished in accordance with the scheme mentioned below 60 additional Sub-Inspectors are to be appointed, but each officer will still have on an average 92 schools under his control. Meanwhile the need for more Sub-Inspectors is urged in the District reports of Gaya, Singhbhum and Hazaribagh.

75. Many of the Sub-Inspectors are posted in remote villages while others have to live in towns. In the former case the Sub-Inspector is apt to find it difficult to obtain a house in which to live, while in the latter houses, though obtainable, are as a rule expensive. As a result it has been decided to build quarters for all Sub-Inspectors when funds permit and general approval has been accorded to an estimate of Rs. 5,20,000 for the purpose, the figure being calculated at Rs. 2,500 for each of the 208 Sub-Inspectors and Assistant Sub-Inspectors sanctioned at the time when the scheme was submitted. It appears, however, that the average cost will be considerably higher than that originally estimated and the work has not yet been begun, though sites have been selected in several cases.

76. The work of Sub-Inspectors suffers to a considerable extent from the fact that a very small minority of these officers have been trained. It was hoped that the process would be accelerated when in 1915 the Patna Training College was enlarged so as to accommodate 40 students, but the number of admissions to that College has again had to be limited owing to the financial stringency and in consequence the improvement of the inspecting staff will be slow. Until he has been trained the ordinary Sub-Inspector can do little to help the *guru* and must confine his efforts to seeing that the schools work regularly.

77. Regarding Sub-Inspectors the Inspectors write :—

Patna.—It would seem very desirable to appoint the Sub-Inspector stationed at each Subdivisional headquarters to be a member of the Local Board concerned. At present he is permitted, out of mere courtesy, by some of the Local Boards to be present and to advise at their deliberations.

Bhagalpur—The provision of a peon for a Sub-Inspector of Schools is, in my opinion, absolutely needed for his efficiency. A Sub-Inspector who is dependent on the *gurus* to carry the admission and attendance registers and forms for the annual returns for distribution to the schools, to collect the returns, to run his errands and to receive and post his letters in the *mufassal*, where postal arrangements are so defective that if one is to depend upon the delivery peons one may not have one's letters for weeks, nor can one post one's letters anywhere one happens to be, cannot be expected to control them, while those who render him this service must needs be absent from school while they are so employed; and if

a Sub-Inspector prefers to do all this work personally his tour will be regulated by these considerations and not by the requirements of inspections of schools and must to that extent involve waste of his time, energy and probably of Government money. The denial of a peon to a Sub-Inspector is thus, in my opinion, no economy; it is a waste and has a demoralizing effect besides.

Chota Nagpur.—On the whole the staff is poor, for only a very small proportion of the Sub-Inspectors are trained.

Orissa.—It is gratifying to note that during the present quinquennium, and unlike the previous one, three graduates were appointed as Sub-Inspectors of Schools. Consequent on the abolition of eight posts of Sub-Inspectors of Schools in the Orissa Feudatory States provision had to be made for these officers in vacancies occurring in this Division. This arrangement unfortunately stood in the way of the appointment of more graduates as Sub-Inspectors. Every facility is being now afforded to graduates, who are entertained in place of Sub-Inspectors during their leave and deputation. As a result, out of 52 present Sub-Inspectors, one is an M. A., 2 B. A.'s, 17 F. A.'s and 32 only Entrance passed. This regrettable paucity of educated men in the Inspecting staff will, from now on, steadily disappear, as none but graduates will be appointed.

The difficulty of obtaining qualified men appears to have always been greater in Orissa than in Bihar, where there are a large number of graduates on the staff.

78. There were 44 Assistant Sub-Inspectors in 1912 but the number has now dwindled to 29, 12 of these officers having been replaced by the 12 Sub-Inspectors appointed in the vacant places in the Subordinate Educational Service cadre referred to above, one post having been abolished when the Aboriginal Sub-Inspectors were appointed for Ranchi and two having been withdrawn from the Feudatory States in the same way as the Sub-Inspectors referred to above. The duties of these officers are similar to those of Sub-Inspectors, the only difference between the two classes of officers being that the qualifications required of Sub-Inspectors are somewhat higher and that the latter are members of the Subordinate Service while the Assistant Sub-Inspectors are appointed to the Lower Subordinate Service. It has been decided to replace the remaining officers by Sub-Inspectors as soon as funds are available.

79. The number of Inspecting Pandits at the beginning of the quinquennium was 253 but it has now dwindled to 147. These officers are paid by District Boards and Committees, unlike the other classes of inspecting officers who are all paid by Government. Complaints have been frequent that they are apt to abuse their position and, instead of instructing the *guru* in the art of teaching, to harass him in various ways. The Primary Education Committee recommended that they should be replaced by a smaller number of Sub-Inspectors and a scheme for doing so has been sanctioned at an estimated cost of Rs. 80,000, the additional number of Sub-Inspectors proposed being 60, as noted above. Meanwhile no new Inspecting Pandits are being appointed when vacancies occur. The Inspecting Pandits are concerned with the same classes of schools as Sub-Inspectors except that they are not ordinarily required to visit Upper Primary Schools.

80. While most District Boards have been content with not filling up vacancies in the establishment of Inspecting Pandits, others have gone further, in the hope that the extra Sub-Inspectors required will be appointed at an early date. Thus the Patna Inspector writes:—

The large falling off in the number of Inspecting Pandits is due to the fact that the Gaya and Patna District Boards abolished the posts altogether, Gaya leading the way, and gave a peon to each Sub-Inspector out of the saving so effected. This is on the whole a wholesome measure, as the Inspecting Pandits were reported to be very active not so much in carrying out their duties of inspection and instruction as in creating troubles and abuses. It must however be said, on the other hand, that the work of inspection has more or less suffered. One consequence is that the *guru* is neglecting his duties and is frequently playing truant. The Inspecting Pandit was useful at least in policing the Primary Schools. The number of schools including private institutions under each Sub-Inspector is 200 on an average and he finds it a very arduous task indeed to pay the statutory number of visits to the schools in L.I. charge. Assuming that he should pay quarterly visits to Board-managed and aided schools, and annual visits to unaided schools, it would appear desirable to have an increase of from 30 to 40 per cent. in the number of Sub-Inspectors. In the year under report no less than 20 Sub-Inspectors failed to pay the prescribed minimum of visits to the schools in their charge but all of them exceeded the minimum of days on tour.

The inference appears to be that the Boards have acted with undue precipitation. As regards the question of peons for Sub-Inspectors the opinion of the Bhagalpur Inspector has already been quoted and the matter will be further considered : it would however seem doubtful how far District Boards should be allowed to spend money on providing establishment for Government officers.

81. In 1912 there were four Special Inspecting Officers for Muhammadan Education, of whom one was a member of the Provincial Service and had the rank of an Assistant Inspector, while the other three were members of the Subordinate Service, the officer at Bhagalpur ranking as a Deputy Inspector and those in Chota Nagpur and Orissa as Sub-Inspectors. In 1913 an additional officer was appointed for the Tirhut Division and was given the rank of a Deputy Inspector as were the officers for Chota Nagpur and Orissa. In the matter of pay the four officers in the Subordinate Service are now treated in the same way as District Deputy Inspectors and it is proposed to include their posts in the Provincial Service when the Deputy Inspectors are promoted. The Special Inspecting Officers are responsible to the Inspectors for the state of Muhammadan Education in their Divisions. They may visit any schools where there are Muhammadan pupils but are expected to confine their inspection to those pupils or to subjects in the curriculum usually studied by Muhammadans.

82. The Assistant Superintendent of Sanskrit studies, whose post was created in June 1916, is in charge of the Sanskrit *tols* and *pathshulas* in the three Bihar Divisions. His headquarters are at Muzaffarpur and he is required to assist the Sanskrit Association in the management of their examinations. It is intended to appoint another such officer for the Chota Nagpur and Orissa Divisions. Like District Deputy Inspectors this officer on appointment was posted to Class IV of the Subordinate Service.

83. The Inspector of Students' Residences at Bankipore, who is a member of the Provincial Service, works under the direction of a Committee presided over by the Commissioner of the Division and including the heads of all the local Colleges and High Schools as well as five representatives of the authorized guardians with whom the students reside. He is required to assist in such matters as the selection and equipment of houses, the appointment of Superintendents of messes and the advising of students on their arrival at Bankipore as to the best arrangements for their accommodation. As an inspecting officer he is required to see that messes are well kept and their rules observed and that the well-being of the students is promoted and discipline maintained. The post was created in July 1915 on a temporary basis and has not yet been made permanent.

84. The Lady Superintendent of Atus is in charge of the work of the Atus or teachers of central gathering classes for Muhammadan women in Patna City and is also required to spend a portion of her time in visiting *pardahnashin* families and explaining to them the benefits of education. She holds a post outside the graded services.

85. In 1912 there were six Inspecting Maulavis. These officers are paid by Government and not by the District Boards as is the case with Inspecting Pandits. They are in charge of the *maktabs* in their areas. Four additional officers were appointed in 1913-14 and the appointment of six more has been sanctioned, but effect has not yet been given to the orders.

86. In addition to the inspecting staff mentioned in the preceding paragraphs it remains to notice the arrangements made for the inspection of European and technical schools, which are referred to again in the chapters concerned. The European schools have hitherto been entrusted to the Inspector of Schools of the Chota Nagpur Division, and of the technical schools those teaching engineering and allied subjects are inspected by the Principal of the Bihar School of Engineering. The lace schools are visited by the Inspectresses, while the weaving schools were entrusted in 1912 to the experts employed by the Jail Department but have since been transferred to the management of the Registrar of Co-operative Societies.

87. The cost of inspection in 1911-12, 1915-16 and 1916-17 has been as follows :—

			1911-12.	1915-16.	1916-17.
			Rs.	Rs.	Rs.
Provincial Revenues	...	...	4,18,913	4,70,434	4,88,079
Local Funds	...	...	58,421	48,980	42,293
Other sources	...	...	559	300	316
Total	...	...	4,77,893	5,19,714	5,30,688

88. The local bodies concerned with education are the District Boards, the District Council of Education in Sambalpur, the District Committees of Public Instruction in Singhbhum and the Santal Parganas, and Municipalities. The District Boards and the District Council in Sambalpur have charge of the middle and primary schools in their respective areas but the Committee on Primary Education which met in March 1914, and is referred to in more detail in Chapter X, recommended that Middle English schools should be withdrawn from their control so that the danger of money intended primarily for vernacular education being diverted to secondary education might be avoided. This recommendation has been accepted and it has been agreed that Government shall take over the control of the schools. It would have been possible to give immediate effect to this decision if Government had wished to reduce their grants to the Boards by the sums which the latter now spend on Middle English schools. It has, however, been decided not to do this but instead to set these sums free for vernacular education. In consequence the change involves an additional expenditure at least equal to that now incurred by the Boards on Middle English schools and it has therefore had to be deferred until the financial situation improves. The Committee on Female Education, again, recommended that Middle Vernacular schools for girls should be withdrawn from the control of local bodies on account of the high cost of such schools but as there are at present no such schools maintained or aided by Local Bodies no change is involved. The relations of the Inspectors to the District Boards have been referred to early in this Chapter, while in Chapter II mention has been made of the revised rules issued under the Local Self-Government Act and of those for the District Council of Education in Sambalpur which exercises the same functions as District Boards within its area.

89. The District Committees of Public Instruction are survivals from the period before the passing of the Local Self-Government Act and exist only in two of the three districts to which that Act has not yet been extended, there being no such Committee in Angul. The Committees exist in name only, the work being managed by the Deputy Commissioner and the Deputy Inspector. The question of abolishing these Committees and assigning to the District Committees constituted under the Bihar and Orissa Cess Act functions in regard to education similar to those exercised by District Boards is now under consideration. Meanwhile the District Committees of Public Instruction deal only with primary schools and the award of Lower Primary Scholarships. The Chota Nagpur Inspector writes :—

The present state of affairs is not only anomalous : it is inconvenient because the present Committee has no separate fund and its savings lapse at the end of the year, while it is also a hardship on the teachers of the managed schools to have no provident fund to which they can contribute like their fellows in other districts.

90. No statutory rules have been issued under the Municipal Act limiting the classes of schools on which municipalities may incur expenditure, but a set of instructions was issued in 1915 with regard to the way in which all local bodies should spend the funds placed at their disposal for vernacular education, while it has long been the rule that until adequate provision has been made for the primary schools in their areas municipalities should not

spend money on secondary schools. During the period under review a considerable improvement took place in schools in municipal areas. Previously no grants had been made to municipalities but certain sums had been distributed through the District Officers to schools in municipal areas. In 1913-14 it was decided to make all payments to primary schools in municipal areas through the municipalities concerned and a grant of Rs. 42,715 was assigned for the purpose, of which sum Rs. 29,300 was debited to an Imperial grant for primary education and the balance represented the sums previously paid to the schools in the manner mentioned above. Additional recurring grants amounting in all to Rs. 11,538 were sanctioned during the quinquennium, including sums of Rs. 6,664 for aiding *maktabs* and Rs. 581 for the management of model schools of the same kind. The majority of these last grants were not new but had previously been paid directly to the schools from Provincial revenues. Again in 1914 it was decided that whenever possible the senior educational officer stationed in each municipality should be nominated by Government as a commissioner of the municipality so that he might be able to advise the other commissioners on the requirements of their schools. The effect of these measures as well as of a grant of Rs. 50,000 given during the year 1914 for non-recurring charges and supplemented in the case of Patna by a further grant of Rs. 28,000 has been a considerable improvement in the state of education in municipal areas, though much still remains to be done especially in the matter of buildings. The chief difficulty lies in acquiring good sites for school buildings at a reasonable cost, while the financial position of many of the municipalities appears to preclude them from making any substantial increase in their allotments for expenditure on education.

91. The following statement gives statistics for the expenditure on Municipal schools :—

Class of institution.	Number of institutions.			Recurring expenditure from—						Capital expenditure from—					
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial revenues,*	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.	Provincial revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Colleges
High Schools	5	5	1,080	...	...	...	1,080	...	...	...	...	...	...
Middle English Schools	...	3	10	13	3,940	800	8,464	659	11,752	...	1,020	...	...	...	1,020
Middle Vernacular Schools	...	1	2	3	1,541	...	689	2	2,242	...	44	...	...	...	44
Primary Schools	...	29	754	783	87,829	800	40,520	22,708	1,51,757	910	52,801	...	...	...	53,511
Special Schools	...	1	180	181	14,436	...	458	9,347	28,301	...	10,248	...	...	...	10,248
Total	...	34	951	985	1,08,836	1,200	52,201	32,806	1,95,132	910	63,913	...	...	...	64,823

It should be noted that the figures given both in this statement and elsewhere in the report for expenditure from local and municipal funds include expenditure from grants made by Government to the Local Bodies concerned. The totals of such grants in 1911-12, 1915-16 and 1916-17 have been as follows :—

	1911-12.	1915-16.	1916-17.
	Rs.	Rs.	Rs.
To District Boards	... 3,75,147	8,41,737	8,50,106
To Municipalities	... Nil	54,903	54,319

92. The relations between the department and the different Local Bodies have on the whole been most cordial during the period under review, the only exception mentioned being in the Bhagalpur report where the Inspector writes :—

Relations with the District and Municipal Boards were cordial except in the case of the Colgong Municipal Board, where a persistent attempt has been made during the last two years to cut down the educational grant to a figure less than that which was earmarked for it during the last 22 years. The attempt has so far been unsuccessful but it has hampered the progress of education owing to the state of uncertainty in which the *gurus* were for the major portion of the year, during which the Municipality carried on a protracted controversy and during which they did not receive their stipends. But for the salutary provision that the Municipal Budget should receive the sanction of the Commissioner, the Chairman would have carried the day. In my opinion this case makes it desirable to retain the provision as a safeguard against the possible vagaries of Municipalities.

93. Prior to the issue of orders in September 1913 fixing the minima which District Boards were to spend on education differences of opinion occasionally arose on this point. When portions of the Imperial grants of 1912-13 and 1913-14 were first placed at their disposal the District Boards found considerable difficulty in spending the full sum available, for they had no programmes for the extension of education ready, while, as regards buildings, sites had to be selected and type plans to be prepared. As a result several Boards have been mentioned in previous reports as having failed to spend up to the minima prescribed. In order that such cases might not escape notice a set of returns was prescribed in 1915 and it appears from the figures for last year that all the Boards except Shahabad spent at least the minimum required, though the District Boards of Patna, Saran, Muzaffarpur, Darbhanga, Bhagalpur, Purnea, Cuttack and Balasore have each still in hand a sum of more than Rs. 10,000 from the accumulated savings of past years, while the only Boards with no savings are those of Champaran, Monghyr, Sambalpur and Ranchi.

94. The relations between the department and Executive officers also continue to be satisfactory. The position of the Inspector with reference to the Commissioner and that of the Deputy Inspector with reference to the District Officer have been mentioned above. The new grant-in-aid rules mentioned in Chapter II secure that the District Officer shall be consulted before any grant is given to a school from Provincial revenues and again the fact that the District Officer is President of the Managing Committee of the Government High School at his headquarters also tends to secure co-operation between the Executive and Educational Services. The large number of visits paid to schools by Executive Officers of all ranks from His Honour the Lieutenant-Governor downwards should also be noted.

95. No account of the agencies controlling education in the province would be complete without reference to the work of the different Missions. The Chota Nagpur Inspector, whose observations I cordially endorse, writes :—

The Missions continue to do invaluable work especially among the aborigines. A table is appended to the report giving statistics for the work of each. The figures, however, give but a bare outline: it has to be remembered that the Mission Schools are under constant supervision by the missionaries themselves and their *pracharaks*, and that in consequence they work with a regularity and attain a degree of efficiency which is seldom found in the neighbouring schools. The department cannot be too grateful for the assistance which the Missions give it; there are parts of this division in which I feel sure that, but for them, schools would be almost unknown, but which are now well provided with day schools and boarding schools alike. The S. P. G. Mission has placed us under a further obligation by taking over, with the help of a special annual grant of Rs. 30,000, the work of the Lutheran Mission in the districts of Ranchi, Manbhum and Singhbhum: in Hazaribagh the two schools founded by the Lutherans are being managed by the Dublin University Mission to whom also thanks are due. For this special work the S. P. G. Mission have brought seven additional missionaries to Chota Nagpur, several of whom have brought their wives with them to look after the girls' schools. The Roman Mission before the war was fed largely by funds from Belgium: these having been stopped a special grant for Rs. 25,236 has been made from Provincial revenues to take their place.

To the above it should be added that since the war broke out the work of the German-Swiss Capuchins of the North Tyrol Province, whose headquarters are at Bettiah, has been taken over by Belgian Capuchins from the Lahore Diocese, while the Convent School at Bankipore, which was formerly managed by Nuns from Bavaria, has been placed in charge of an Irish Superioress. The school belonging to the German Evangelical Lutheran Mission in Sambalpur has been taken under the management of the London Baptist Mission.

96. Statistics as to the work of the different Missions are given below :—

Names of Missions.	High Schools for Indians.		M. E. Schools for Europeans.		M. E. Schools for Indians.		M. V. Schools for Indians.		Primary Schools for Indians.		Training Schools for Indians.		Other special Schools for Indians.		Total.	Expenditure from—					
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		Provincial Revenues.	Local Funds.	Fees.	Mission Funds.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1. The American Baptist Foreign Missionary Society.	1	212	...	...	1	59	2	61	36	1,022	...	...	2	89	42	1,443	4,583	2,199	4,556	9,663	4,461
2. The American Methodist Episcopal Church.	...	...	...	...	2	162	1	111	2	162	...	...	...	...	5	335	2,850	...	766	8,642	...
3. The Baptist Missionary Society of London.	1	242	1	47	2	98	1	118	250	834	2	27	...	...	27	1,366	9,145	1,027	9,646	16,215	2,362
4. The Church Missionary Society.	1	523	...	...	4	643	1	164	59	1,593	1	8	...	...	66	2,331	12,045	1,465	17,920	19,202	2,063
5. The C. M. S. Friends Union Evangelical Mission.	...	...	...	...	...	...	...	...	2	128	...	...	...	...	2	123	520	...	76	299	...
6. The Church of Christ.	...	...	...	...	...	...	...	...	1(d)	62	...	...	...	...	1	62	...	...	50	456	...
7. The Dublin University Mission.	1	284	...	...	...	...	...	...	29	837	...	...	1(c)	183	31	1,304	15,250	2,580	19,735	5,689	942
8. The German Evangelical Lutheran Mission.	1	312	...	...	4	531	...	...	233	5,820	2	36	3	286	243	6,985	42,643	(b)6,392	5,991	19,300	1,937
9. The Open Brethren.	...	...	...	...	...	...	...	...	3	106	...	...	...	...	3	106	470	...	96	147	...
10. The Regions Beyond Missionary Union.	...	...	...	...	1	174	...	...	12	314	...	...	...	...	13	468	...	...	1,273	2,779	...
11. The Roman Catholic Missions :—																					
(1) The Society of Jesus, Belgian Province.	1	412	...	...	...	...	1	293	305	7,210	2	33	2	208	311	8,156	34,560 (a)	3,275	7,064	26,380	1,116
(2) The Capuchin Order, Bologna Province (including the Irish Christian Brothers at Kurji and the Sisters of the I. B. V. M. of Bavaria at Bankipore).	...	...	2	407	...	...	...	...	4	214	...	...	...	...	6	621	16,811	455	16,766	27,345	720
(3) The Capuchin Order, North Tyrol Province.	...	...	...	...	1	154	...	...	4	152	...	...	...	...	5	306	576	360	975	397	36
(4) The Congregation of St. Francis de Sales (including the Nuns of St. Joseph of Ancey at Cuttack).	...	...	1	59	1	59	...	...	...	...	...	...	...	...	2	118	3,735	...	2,105	298	...
12. The Santal Mission of the Northern Churches.	...	...	...	...	...	...	2	314	10	216	1	29	...	...	13	559	4,020	...	...	12,158	...
13. The Seventh Day Adventists.	...	...	...	...	...	...	...	...	1	25	...	...	...	...	1	25	...	...	...	180	...
14. The Society for the Propagation of the Gospel.	1	403	...	...	4	1,067	...	...	87	2,652	2	39	4	142	98	4,303	16,741	5,466	9,005	20,111	6,236
15. The United Free Church of Scotland	...	...	...	...	...	...	...	...	148	2,826	...	...	...	...	148	2,826	...	7,219	10	813	...
16. The Wesleyan Missionary Society.	...	...	...	...	...	...	...	...	1	25	...	...	...	...	1	25	...	...	...	231	...
Total	7	2,388	4	5.3	20	2,947	8	1,061	957	24,093	10	172	12	908	1,018	32,082	1,63,952	30,458	96,034	1,70,305	19,874

Notes.—(a) Includes a special grant of Rs. 25,236 given for the period of the war.
 (b) Includes a special grant of Rs. 30,000 paid from Provincial Revenues to the S. P. G. Mission for the management of the schools during the war.
 (c) St. Columba's College.
 (d) Unrecognized.

97. The activities of the Mission workers extend to all branches of education. The four boarding schools for Europeans are under their management. St. Columba's College is evidence of their interest in higher education while as regards primary schools they manage one out of every 25·5 schools in the Province taken as the whole, one out of 19·2 in the Santal Parganas and one out of 2·06 in Ranchi. Their work is particularly valuable in connection with schools for aborigines which require a close but sympathetic supervision. Where aboriginal Sub-Inspectors have been appointed sympathetic treatment by the inspecting staff is assured, but without missionary help progress would have been much slower than has actually been the case.

CHAPTER VI.

The Patna University.

98. As soon as the Province was created the desirability of providing it with a separate University became apparent. The Calcutta University is concerned primarily with the educational interests of another Province, and the members of its Syndicate must by Regulation "ordinarily be resident in or near Calcutta." Inevitably Bihar and Orissa interests can be represented by only a small number of Fellows, the number being never more than 12 out of a total which is fixed by statute at from 60 to 110 and in practice remains at the latter figure.

99. Accordingly as early as December 1912 the permission of the Government of India was obtained to the constitution of a committee to work out the necessary proposals, while in the following March a non-recurring Imperial grant of eight lakhs and a recurring grant of one lakh were announced as substantial indications that when the scheme was prepared it would receive such financial assistance as might be possible. The committee was appointed in May 1913 and consisted of 16 members with Mr. R. Nathan. C.S.I., C.I.E., as its President. The instructions to the committee were as follows :—

- (1) The University being intended for the benefit of the whole province the needs of all parts of the country and of all sections of the people should receive attention.
- (2) Provision should be made for a University, at or near Patna, of the teaching and residential type and for the affiliation to this central institution of colleges situated in other places.
- (3) The scheme should not involve such additional cost to the students as would discourage them from taking full advantage of the facilities to be offered.

The first meeting was held in July 1913 and the report was submitted in March 1914.

100. The second of the instructions above detailed relieved the committee of the need for debating two points on which a certain amount of discussion had centred. The first of these was whether the University should be located at the Provincial Capital or at a cooler and healthier station on the Chota Nagpur plateau. The Local Government clearly had the bulk of public opinion with them in their decision, for, apart from the advantage of bringing the University to the people rather than asking them to leave their homes and go to it, it was felt that except near the capital with its High Court there would not be sufficient intellectual life to support the University. Again the objections which many educational officers urged to the climate of Patna no doubt apply with great force to institutions on sites so crowded as are those of the colleges now at Bankipore, but it is hoped that on an ampler and well arranged site these inconveniences will be minimised. The second point was whether the University should be purely residential or a combination of the residential and affiliating types. Here again popular

opinion supported the Local Government for there was a very strong feeling against closing the colleges at Hazaribagh, Muzaffarpur, Bhagalpur and Cuttack, while if these were to be retained either the Patna University had to be given powers of affiliating colleges at outlying centres or the colleges concerned would have to be affiliated to some other body. The latter alternative might have had its advantages had there been another University within the Province to which the colleges could be affiliated, but there was no such body nor were funds likely to be available in the near future to start two Universities, one of each type. As a consequence the adoption of this alternative would have meant the partial continuance of that dependence on another Province which the scheme was designed to terminate and the Province would have been no more self-contained after the Patna University was established than before.

101. The ground being thus partially cleared the Committee proceeded to their task and evolved a scheme which they themselves outlined as follows:—

“ A central institution at Patna will undertake the higher branches of instruction, conduct the examinations, supervise the general life and training of the students, and regulate the teaching and organization of a number of incorporated colleges. Some of these colleges will be in the University area, and others will be situated in different parts of the Province. In the central University, laboratories, lecture halls and seminars, a library and a museum, and other similar facilities will be provided for the common use, while ample accommodation and opportunities will be afforded for all kinds of games, and for the various associations and social amenities which a University should encourage. Grouped around the central institution will be four arts colleges, a Sanskrit college and a training college for teachers. These colleges will be residential and will be so designed and conducted that students may be well cared for and that they may have every opportunity to enjoy a happy and useful University career; non-collegiate students who come from the city and other neighbouring places will have separate accommodation and a separate organization adapted to their special requirements. A college will also be provided in each of the Tirhut, Bhagalpur, Chota Nagpur and Orissa Divisions. These outlying colleges will be based on existing institutions, enlarged, reorganized and thoroughly well fitted for the residential system ”.

102. A site was selected west of the New Capital and it was proposed to transfer to it the colleges now in existence at Bankipore, namely Patna College and Bihar National College. The Law College was to cease to exist, students of law being accommodated in the ordinary colleges and being given a special course after passing the Intermediate standard. The Training College was to be split up into two branches, a college for graduates being included in the University area and the existing college being reserved for under-graduates who were henceforth to be eligible only for a departmental diploma or certificate. A Sanskrit College was to be started in the University, as were two new colleges of the ordinary type, one of which was to be a Government College while the other would be under Mission control. A special “ Hall ” was to be provided for well-to-do students paying higher fees. In all, provision was to be made for 1,482 students in the six colleges, in addition to a department for 300 day scholars, as against the present accommodation for 1,002, while to teach this body of students provision was made for 154 professors and lecturers. The subjects taught were to be the vernaculars (Hindi, Urdu, Bengali and Oriya), the classics (Sanskrit, Arabic and Persian) History, Economics, Philosophy, Mathematics and in Science, Physics, Chemistry, Botany and Zoology. Each of these was to be taught at least up to the standard required for the Master's Degree, while a course in Archæology was to be provided in connection with the post-graduate course in Sanskrit. The sum required for the central institution at Patna was estimated at Rs. 77,10,030 for capital charges while the recurring cost was to amount to an additional net sum of Rs. 6,35,000 a year.

103. The outlying colleges, except the small and weak institution at Monghyr which it was proposed to disaffiliate, were to be thoroughly overhauled and those at Cuttack, Bhagalpur and Muzaffarpur were to be rebuilt. The accommodation in them was to be made sufficient for 1,720 students instead.

of 1,248. These colleges were to teach only up to the B.A. Pass and I.Sc. standard except Ravenshaw College at Cuttack, where provision was to be made for the B.A. Honours and B.Sc. Pass courses, this special treatment being justified by the distance from Patna, the difficulties of communication and differences of language, custom and tradition. The cost of this part of the scheme was estimated at Rs. 15,06,847 for capital charges and Rs. 1, 0,205 for recurring expenditure, bringing the grand total to Rs. 92,46,877 and Rs. 7,65,205.

104. The management of the University was to rest with a Chancellor, a paid whole-time Vice-Chancellor, a Convocation of about 160 members and a Council of not less than 24. The Chancellor, who was to be the Lieutenant-Governor of the Province, was to nominate 50 College or University teachers and 31 other members of the Convocation and 3 of the Council and the election of other members was to be subject to his confirmation; he was to appoint the external members of the governing bodies of colleges, to select Professors and Assistant Professors from amongst the members of the staff and to confirm proposals for the grant of honorary degrees. The Vice-Chancellor was to be the Deputy of the Chancellor and the head of the executive, to preside over the Council and the more important Boards and Committees and to be the principal visiting and inspecting officer of the University for both external and internal colleges. All important executive matters were to come before him and he was to be responsible for the general working of the University. The Convocation was to consist of 16 *ex officio* members besides all Principals of Colleges, senior Professors and Professors, 50 senior lecturers and 31 other persons nominated by the Chancellor and 25 elected graduates. It was to deal with legislative matters and questions of principle only and to have no power to revise the executive orders of the Council. It was to be open to the Convocation to initiate legislation, development or reform, any member being empowered to bring forward a resolution dealing with any matter contained in the proceedings of the Council or with any question arising from the budget or otherwise germane to the affairs of the University. Such resolutions, if carried, were to be forwarded to the Council and the latter was to be required to inform Convocation in due course of the action taken. If Convocation was not satisfied it was to be at liberty to address the Local Government on the subject. The Council was to be the supreme executive authority of the University and to be responsible for its general and financial administration. It was to consist of 3 *ex officio* members, all Principals of Colleges and the Dean of non-collegiate students, 6 teachers appointed by the Chancellor and 7 Fellows elected by Convocation. In the words of the Committee the Government of the new University was to be entrusted mainly to its principals and teachers, but the graduates were also to be given a share in its management and a sufficiently strong outside element was to be introduced to ensure due weight being given to popular opinion and sentiment.

105. Admission to the University was as in the Calcutta University to be limited to students over 16 years of age. School students were to be accepted if they passed in certain subjects at a School Final Examination to be controlled by a Board on which the University was to be adequately represented. For other students there was to be a Matriculation Examination held by the University itself or by the School Final Board.

106. The report of the Committee which has been outlined above was published in the local Government Gazette and circulated as widely as possible. Though well received on the whole, it elicited a considerable amount of criticism which centred mainly on the following points: (1) the amount of Government control; (2) the proposed position and duties of the Vice-Chancellor; (3) the constitution and relative functions of the Convocation and Council; (4) the omission of courses in medicine, engineering and other professional subjects; (5) the omission of a department of Islamic studies; (6) the proposed Mission College; (7) the proposal to move the University out of Bankipore to the new capital; (8) the limitation of the courses of study in external colleges; (9) the absence of any provision for the opening of external colleges, other than the four already

in existence; (10) the insistence on residence in the case of so large a proportion of the students; and (11) the proposed school-leaving certificate.

107. These criticisms were duly considered by the Local Government before the scheme was submitted to the Government of India in May 1915. The correspondence has not been published, but after discussions with the Government of India a draft bill was laid before the Imperial Legislative Council in September last. The scheme had been framed in days when money was plentiful, but before it was submitted to the Government of India the war had broken out. In view of the eagerness of the Province to have a University of its own, the Local Government did not desire to delay indefinitely its inception, but they recognized that the new conditions must inevitably postpone any heavy expenditure. In consequence the draft Bill aimed only at incorporating into a University the colleges already in existence and providing the necessary machinery for future expansion when the financial situation improves.

108. In the Bill the Chancellor (the Lieutenant-Governor of the Province) was empowered to nominate 4 out of the 16 members of the Syndicate. Of the ordinary Fellows (being not less than 40 or more than 60 in number) 12 were to be elected and the remainder nominated by the Chancellor. The Vice-Chancellor was to be a paid whole-time officer and to be the principal executive officer of the University, to preside at all meetings, except in the Senate when the Chancellor was present, to appoint all officers and servants of the University other than the University teaching staff, to have the right to visit and inspect external colleges and to decide matters of discipline. The Council was replaced by a Syndicate of 16 members of whom 3 were to be appointed *ex officio*, while of the remainder 9 were to be elected by the Senate and 4 to be nominated by the Chancellor. The Syndicate was to have the entire management of and superintendence over the affairs and property of the University; to control the courses of study, examinations and qualifications necessary for degrees and all matters of education in the colleges of the University; to be responsible for the supervision and inspection of such matters in the external colleges, and to regulate the fees to be charged by the University and the colleges. The Convocation was replaced by a smaller Senate which was to be constituted on the lines of Act VIII of 1904, and was to include eight *ex officio* Fellows besides the 40 to 60 ordinary Fellows already mentioned. The Senate was to grant honorary degrees, subject to the confirmation of the Chancellor, and to have power to deliberate any question relating to the administration of the University and to come to a resolution thereon. Such resolutions were to be considered by the Syndicate but not to be binding on that body. It will thus be seen that the Bill followed fairly closely the recommendations of the Patna University Committee though reducing the size of the Syndicate and Senate. It was subjected to much criticism on the ground that it withdrew the University from popular control.

109. The Bill was introduced in the Imperial Legislative Council by the Member for Education. During the subsequent discussions its provisions, more especially those relating to popular control, were greatly modified with the assent of the Local Government, but though the Select Committee came to a unanimous conclusion, it was not found possible to pass the Bill during the March session of the Imperial Council. In view of the large changes made it was considered advisable to publish the redrafted Bill so as to invite public criticism, after which it was to be reintroduced in Council on the first day of the September session, in the expectation of its then being speedily passed into law.

110. It remains to notice the criticisms detailed in paragraph 9 above. The first three points have been incidentally dealt with in the preceding narrative. The fourth point concerns the omission of any provision for professional colleges. Here the difficulty is purely financial and one may hope that the necessary facilities will be provided when funds become available. As to the question of a department of Islamic studies a scheme is in hand for the establishment of a Government *Madrassa* teaching up to the most advanced

courses, and on the development of this *Madrassa* the future of Islamic studies in the University will largely depend.

111. The question of including a Mission College in the central University is one upon which opinions differ, but in view of the efficiency and popularity of such colleges in other centres, the spirit of zealous activity and friendly helpfulness with which they work and which must influence the whole University for good and the small cost to Government proposed in this case, it will probably be the general opinion that this part of the scheme should stand. The recommendation of the Committee that the Christian members of the staff should not be allowed to give religious teaching in the University outside their own college should render the establishment of the college unobjectionable to members of the Hindu and Muhammadan communities, each of which the Patna University Committee considered should be free to build its own place of worship within the University area. The proposal to move the site of the University out of Bankipore has been definitely accepted for the reason that any site in the town would be exceedingly expensive to acquire and the acquisition would mean the eviction of a large number of people from their homes, while even when acquired it would be difficult to keep the site free from plague and from the undesirable influences of a large town. It has, however, been agreed that Bihar National College should be retained in Bankipore as a non-residential college teaching up to the B.A. and B.Sc. pass standards, and limited to those students whose parents or natural guardians reside in the town, an arrangement which will do away with the non-residential department of the University with all the difficulty of transporting the students to and fro and will be a great convenience to residents in Patna City and Bankipore. The limitation of the courses to be taught in the external colleges, like the establishment of professional colleges, will depend on financial circumstances.

112. Particular attention has been directed to the proposed limitation of the number of college centres. The advocates of expansion desire no restriction of any kind as to place; the supporters of efficiency have not hesitated to advocate only one University centre for the whole Province. The Bill laid down that no college should be affiliated except at the five approved existing centres, namely, one in each division, and thus took a mean between these views, but the Select Committee have added a provision that Intermediate Colleges may be opened without restriction as to place and that Colleges teaching to a degree standard may be opened elsewhere than at the five present centres with the sanction of the Government of India, and this concession will no doubt be generally approved. The insistence on residence in the case of students in the central University will not only make for better discipline and health among the students, but is practically necessary in view of the distance of the site selected from Bankipore or Patna City. The proposal for a school-leaving certificate was condemned by critics who feared that its inauguration would lead to undue subordination of High Schools to the Education Department. Their objection has been met by allowing the examination for the certificate to continue side by side with a Matriculation Examination, as in other Provinces, no private school being compelled to work for the former, or indeed allowed to do so until approved as efficient by the Education Department.

113. It will be seen from the foregoing paragraphs that the question of a Provincial University has proved to be not without difficulties, but that it has received the most careful attention and has been treated in a spirit of concession and give-and-take and that a solution was almost reached within the period under review. The problem evoked widespread interest in the Province and public opinion was twice consulted. How far the result has been satisfactory it should be possible to compute at the time when the next quinquennial review is written. It will probably be agreed that the modification of the Committee's scheme so as to allow of the gradual introduction of its main features has not proved disadvantageous, for each phase in the formation of a new University must have its own problems, and it will be easier to deal with these successively than all at the same time.

CHAPTER VII.

Arts Colleges.

114. There were seven Arts Colleges in the Province throughout the period under review but the classification varied, Greer Bhumihar Brahman College at Muzaffarpur which was unaided in 1911-12 being aided in the following year and then taken under Government management. The Diamond Jubilee College at Monghyr was returned in 1911-12 as managed by a Local Body but is now unaided, while Tej Narayan Jubilee College at Bhagalpur was first aided in the year 1913. The total number of students rose from 1,430 in 1911-12 to 2,415 in 1915-16 and again to 2,575 in 1916-17 while the total expenditure rose from Rs. 2,44,803 to Rs. 3,99,151 in 1915-16 but declined slightly to Rs. 3,99,090 last year. The expenditure from Provincial revenues rose from Rs. 1,19,773 to Rs. 2,34,483 in 1915-16 and Rs. 2,44,510 in 1916-17. These figures indicate continuous and rapid progress.

115. There are three colleges managed by Government, namely, Patna College, Ravenshaw College and Greer Bhumihar Brahman College. Statistics for these are given below :—

	Patna College.	Ravenshaw College.	Greer Bhumihar Brahman College.
1	2	3	4
Number of students in—			
1911-12	265	315	116
1915-16	370	484	292
1916-17	382	475	270
Direct expenditure in—	Rs.	Rs.	Rs.
1911-12	91,811	47,836	12,364
1915-16	1,32,592	1,14,177	34,629
1916-17	1,28,403	1,13,796	36,871
Number of Professorships on 31st March 1912 in the—			
Indian Educational Service	5	...	...
Provincial Educational Service	6	9	...
Number of Professorships on 31st March 1917 in the—			
Indian Educational Service	7	3	...
Provincial Educational Service	12	14	...
Ungraded posts ... ..	...	...	9
Number of Lecturerships and Demonstratorships on 31st March 1912 in the—			
Subordinate Educational Service	5	4+2 (half-time.)	...
Number of Lecturerships and Demonstratorships on 31st March 1917 in the—			
Subordinate Educational Service	14	10	...
Ungraded posts ... ..	...	...	7
Number of Laboratory Assistants on 31st March 1912 in the—			
Subordinate Educational Service	2	...	...
Lower Subordinate Educational Service ... ..	...	2	...
Number of Laboratory Assistants on 31st March 1917 in the—			
Subordinate Educational Service	2	1	...
Lower Subordinate Educational Service ... ..	...	2	...
Cost per student in 1916-17	317 0 9	233 3 0	128 0 5
Number of boarders for whom there is hostel accommodation	132	156	39

NOTE.—The figures for Professors include the Principal in each case. There is for the time being a post for the Principal of Ravenshaw College in the cadre of the Indian Educational Service as well as in that of the Provincial Educational Service; the former is here excluded as the permanent Principal is a member of the latter service. One of the Lecturerships at Ravenshaw College has not yet been filled. An Indian Educational Service officer is temporarily holding the post of Principal of Greer Bhumihar Brahman College.

116. Patna College underwent considerable development during the five years. The sanctioned teaching staff including the Principal rose in strength from 16 to 33 and the number of students from 265 to 382 while considerable improvements were made in the buildings and equipment. Two plots of land on the west of the College which had formerly been covered by a collection of insanitary houses were acquired at a cost of Rs. 22,285 and on them a new chemical laboratory and two class rooms were built, the old laboratory being at the same time extended and adapted for work in physics only. The buildings cost in all Rs. 1,03,484 and a grant of Rs. 52,100 was made for their equipment, including the cost of electric fittings. The surroundings of the College on the south-east were also greatly improved by the acquisition of a large area for the Patna Training College and the connected institutions. Residences were built for two of the Professors and a temporary hostel to accommodate 72 students was constructed in 1914-15, while additions to the permanent hostels, sufficient to raise their capacity from 68 to 132, were completed a year later and the temporary hostel was then handed over to the Collegiate School. Special grants amounting in all to Rs. 22,795 were given for the purchase of scientific and other journals for the College library, the intention being that these shall in due course be transferred to the library of Patna University, while several grants were made for improving the College furniture, including a sum of Rs. 9,575 in 1913-14.

117. The additions to the staff and the buildings referred to in the previous paragraph have rendered the College capable of teaching 510 students, while the maximum number on the rolls last year was 455 and the average number 405. The fact that the College is not full is due to the cause mentioned in last year's report, namely, the way in which students apply for admission to more than one College at the same time and thus by no means all the students accepted for admission join the College. Measures to meet this difficulty are under discussion. In 1915-16 355 applicants were accepted but 81 failed to present themselves for admission while last year the figures were 370 and 105. The number of rejected applications for admission is rapidly decreasing, having been 225 in 1914-15, 154 in the following year and 112 in 1916-17. The Principal complains that the materials for selecting the best students for admission are at present insufficient. He regards the standard of the Matriculation as having fallen so low that candidates who are ill prepared especially in English may often obtain a place in the First Division while as regards health, physique and a general record of work and conduct at school no information is procurable. On these grounds in the absence of a School Final Examination he desires to institute a College Entrance Examination. Such an examination, however, could give no information as to a student's school record and there are many practical difficulties in the way of the Principal's proposal.

118. The College continues to do well in the University Examinations and last year the figures were as follows :—

—	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
B. A. (Pass) ...	44	...	...	...	28 (8 with distinction.)
B. A. (Honours) ...	8	...	8	...	8
B. Sc. (Pass) ...	12	...	...	...	10 (6 with distinction.)
B. Sc. (Honours) ...	6	4	2	...	6
I. A. ...	71	13	20	7	40
I. Sc. ...	44	20	9	...	29

119. The system of instruction followed consists of the combination of a fairly large number of lectures with a limited amount of tutorial work in classes small enough to ensure that strictly individual attention can be paid to each student. After the college staff was strengthened in the year 1914 the I. A. and I. Sc. students were separated and each of these classes now forms a separate section of the college. In July 1915 a new scheme of studies was worked out, arrangements being at the same time made to provide six new small rooms for tutorial work. For the I. A. Examination five different combinations of four subjects each are permitted, English and Logic being common to all the four groups, while for the B. A. Examination eight combinations of three subjects are allowed, English being the only common subject. The college is prepared to admit 350 Arts students in all, the estimated number being 100 in the first year, 120 in the second, 60 in the third and 70 in the fourth while for Science the estimated numbers are 50 in each of the first and second years and 30 in each of the others. The problem is thus complex but it has been found possible when the staff is at full strength to arrange in the I. A. classes for each student to attend in addition to a daily lecture two tutorial classes in English and one in each of his other subjects every week, while even when the tutorial classes reach their maxima the number of students in each will not exceed 12 in the first year and 15 in the second. For the B. A. students the tutorial classes are smaller and the largest is not likely to exceed 12. In each subject except Economics each student attends one such class weekly : in Economics the number of students is small and each receives half an hour's individual instruction every week. For Science students the arrangements are very similar. To prevent noise in the College it has been arranged to keep every student occupied from 11 to 2 ; during the hours of 10 to 11 and 2 to 3 some of the students do not attend either a lecture or a tutorial class but in such cases they come to College later or leave earlier, as the case may be.

120. A year ago the Principal wrote of this system :—

There seems to be some danger that the classes may degenerate either into a monotonous system of setting and correcting exercises to be done by the students or into 'tutorial lectures' closely resembling ordinary lectures but unnecessarily wasteful owing to the frequent repetition required when the classes are divided into numerous sections. It is quite possible that some subjects, such as English, Mathematics or Economics, are better adapted for tutorial work in Indian Colleges than others such as History, Logic or Philosophy. These are questions which will be discussed further, in the light of the experience already obtained. I hope however that it will be possible to convert the tutorial work in all subjects into a system of directed and supervised study, for it appears to me that the chief need of the average student is to be shown how to work, and to be encouraged to abandon his usual method of memorizing his books. This is not an easy task, for these methods succeed well enough in the present University system. The students think, with some justification, that better marks are secured by reproducing printed notes than by using their own words.

This year he writes :—

I still consider that the most important thing at present is to gain experience, and to test the suitability of different methods of work in the various subjects. As regards the teaching of English one of the Professors has remarked with some justice that a tutorial system is 'one of the most lauded and least understood things'. The nature of the work must naturally vary with the subject and with the stage reached by the students. There is no doubt that in the Intermediate classes much has to be done which ought to have been done by the schools ; but without a tutorial system it is not done at all. So long as attempts are made to establish a tutorial system as one of directed and supervised work on the part of the students and a supplement to the ordinary method of lecture instruction, the prospects of the scheme are promising. Judging by the reports of the members of the staff it has already improved the students' knowledge of English, in particular as shown by ability to follow lectures intelligently and to express themselves correctly. It also brings the staff into closer contact with the students, and enables them to judge the abilities and industry of individual students, a thing which in large lecture classes is quite impossible.

121. The chief need of the College at present is some provision for post-graduate work. There are at present no real post-graduate classes in the Province though University lectures in Economics and History are delivered at Bankipore ; and, again, owing to the separation of the Province from Bengal it is becoming increasingly difficult for students from Bihar and Orissa to find

accommodation in the Colleges at Calcutta. Moreover the opening of post-graduate classes would tend to remove the difficulty of obtaining competent teachers for the Colleges in the Province and such teachers will be required in increasing numbers when the new University is brought into being. It may be mentioned here that with a view to meeting this difficulty six selected graduates were sent to English Universities in the years 1914 and 1915 for training, the subjects of study chosen being Physics (2), Chemistry (1), Mathematics (2) and Economics (1).

122. The College library now contains 10,974 volumes. The special grants of Rs. 22,795 already mentioned have immensely strengthened the collections of books on History and Economics and have laid the foundation of a useful library for Physics and Chemistry. On the other hand the Principal complains that the annual grant of Rs. 1,000 is by no means adequate, a complaint which is also made by the Principal of Ravenshaw College. A card index of authors has been completed and arranged in a cabinet with alphabetical sub-divisions indicated by guide cards. The library is rapidly outgrowing the space available and further accommodation will soon be necessary.

123. The discipline at the College was marred by the occurrence of a strike during the month of September 1916. The necessary disciplinary measures were at once taken and the Principal reports that as a result the conduct of the students for the remainder of the year was very satisfactory.

124. The hostels are managed by a Committee of which the Principal is President and the Wardens and Hostel Superintendents are the members. The business of this Committee is to draft new rules when necessary and to amend old rules ; to consider general questions regarding the interpretation of rules, the penalties to be imposed for breaking them and the admission and withdrawal of boarders ; and to frame a budget at the beginning of each year and make recommendations regarding the heads under which the hostel grant for contingent charges shall be spent. There are two Wardens who are members of the Indian Educational Service and receive free quarters in return for their work. Their duties are to visit each ward between 6-30 and 8-30 every morning except on Sundays and holidays, to see that the rooms are clean and tidy and to hear complaints ; to pay occasional visits to their wards during study hours in the evening ; to assist the Superintendents in the election and supervision of prefects and in the strict enforcement of the hostel rules ; to advise the Superintendents regarding entries in the conduct register ; to assist students in their wards as far as possible in their work and to advise them when consulted on their personal affairs ; and to take an active part in promoting the business of hostel societies and clubs. Each hostel has also a Superintendent who has a rent-free house close by it and an Assistant Superintendent who lives in the hostel itself. Three of these officers draw an allowance according to the usual scale but the number of boarders in the Muhammadan hostel is less than the minimum which entitles a hostel to a paid Assistant Superintendent. Their duties are to call the roll every morning and evening ; to inspect the kitchens, latrines and drains every morning ; to supervise the messing arrangements ; to recommend students for appointment as prefects ; to visit all rooms occasionally at night ; to keep the prescribed books and registers ; to grant week-end leave (not more than twice to any student in each term) and holiday leave on occasions when two or more week-end holidays are available ; and to submit to the doctor a daily list of cases requiring medical attendance. This system is said to have proved most satisfactory. The Principal however complains of the amount of routine and account work which the management of the hostels gives him and the question of appointing a Dean and a Bursar to help him is being considered.

125. The health of the boarders was generally satisfactory. The acquisition of the insanitary surroundings of the College already referred to no doubt contributed largely to this result and for the third year in succession it was not found necessary to close the College owing to plague though the disease was widely prevalent in Bankipore. The boarders are required to take quinine weekly during the rains.

126. The College has a system of compulsory attendance at games and drill. The Principal states that the granting of exemptions has been placed on a more regular basis and that fines for absence have been more strictly enforced though there are a few students who shirk the games and whose means permit them to pay the fines without difficulty. The playing fields have become inadequate in size owing to the increase in the number of students but no expansion is possible so long as the College remains on its present site. Fifteen different periodicals are purchased for the College Common Room, which has also a small library of its own. The back numbers of the periodicals are all bound. The students are said to pay more attention to daily papers than to monthlies and to prefer vernacular papers to English. There are three Societies attached to the Common Room, viz., the Archæological Society, the Chanakya Society and the Debating Society. Mr. Jackson is President of the former, which during the past year made excursions to Sarnath and Benares and to Bihar and Bargaon. The Chanakya Society investigates economic problems and has done much interesting work especially in collecting a number of representative family budgets. This Society, of which Mr. Horne is President, made three excursions during the year, one to Sasaram and Dehri-on-Sone, another to the Bihta Exhibition, and another to a sugar factory near Chapra. The Debating Society was presided over by Mr. Owston Smith until his transfer to Muzaffarpur and thereafter by Mr. J. A. Smith. It has about 150 members and is in a flourishing condition. In addition to the debates, papers of general interest are occasionally read and are followed by a discussion. The College has a magazine which has now been in existence for ten years. It is edited by Professor Jadu Nath Sarkar and contains among other articles reports of the work of the different College Societies and papers on local Archæology and Economics. It is suggested that more contributions would be forthcoming if articles were accepted in the vernacular as well as in English. Among other items relating to the social life of the College mention may be made of the local Branch of the Red Cross Fund which prepared during the year more than 4,000 bandages and has collected up to date a sum of Rs. 1,487 for Red Cross work.

127. Ravenshaw College at Cuttack has throughout the quinquennium had a larger enrolment than Patna College as shown in the second paragraph of this chapter. At the commencement of the period it was conducted on much less expensive lines than Patna College but the importance of its position as the only College in Orissa has now been recognized and the sanctioned teaching staff which in 1912 consisted of 13 whole-time and 2 part-time members now consists of 27 whole-time members against 33 at Patna though one of the 27 posts has not yet been filled. The direct expenditure from Provincial revenues has in the same period risen by more than four-thirds of its former total. In the matter of buildings no great changes have been made, for it has been decided that the present site is too cramped for a college and a new site of $84\frac{1}{4}$ acres has been acquired on which a complete set of new buildings is to be erected at a cost of approximately ten lakhs of rupees. When these have been completed the old buildings will be handed over to the Collegiate school, which formerly shared them with the College but was moved in 1912 to a rented house and later to a building formerly used as the Civil Court. Bricks are being collected and residences for the Principal and the senior Professor have been constructed. Meanwhile the removal of the Collegiate school has largely increased the accommodation at the disposal of the College. This has also been improved by transferring the Survey School from a building in the College compound to a rented house and by the construction of a second story for the hostel. A special grant of Rs. 3,560 was given in 1913-14 for improving the College furniture.

128. The range of affiliation has been considerably extended as the staff has been strengthened, the new subjects being Physics, Chemistry and Mathematics to the B.Sc. pass standard, Physics to the B.A. pass standard, Political Economy and Political Philosophy to the B.A. pass standard and History and Persian to the B.A. Honours standard. The Principal remarks that the chief need of the College now is affiliation up to the B.Sc. Honours standard in some subject, for at present the better science students usually leave the College after passing the Intermediate standard and join an institution where an Honours course is taught. He also

remarks that there is a considerable local demand for M. A. and B. L. classes. The question of establishing the latter is at present under consideration.

129. As regards the numerical strength the Principal remarks that the increase is due entirely to the admission of students from Orissa or the remainder of the Province and that the few non-domiciled students on the rolls have been admitted, with very few exceptions, on the ground that they are living with very near relatives in Government service at Cuttack, that they have obtained scholarships tenable at the College or that they have been educated at schools within the Province. He notices further that a large number of students leave the College during the course of the session, the number of such cases during the past year being no less than 72. Many of these students cannot afford the cost of education at a College and join only in the hope of obtaining free-studentships, while others find themselves unable to proceed with the College course owing to their poor knowledge of English. The admission of such students must lead to an unfortunate waste of the time and energy of the members of the staff as well as of the students themselves, but the Principal feels himself almost bound to admit any native of Orissa who comes for admission and such cases must therefore recur.

130. The College hostels can accommodate 156 students and are always full for the greater part of the academical year. The figures for the 31st March are misleading as students who are not sent up for the University Examinations leave the College in January. The Principal notices that a large number of students apply before the beginning of the session for seats in the hostel though they have no intention of occupying those seats if they can find cheaper lodgings in the town, but that the demand for accommodation in the hostel is so great that at present he is only too glad to release from his obligation any such student who can find satisfactory accommodation elsewhere. The hostels are managed by a Superintendent and an Assistant Superintendent and are visited from time to time by the Principal, though the supervision of the latter is not at present very close owing to the distance of his residence from the present site of the College. Of the students not living in the hostel, 221 are living under the care of guardians, frequently more or less nominal, or in private messes, subject to the inspection of the College authorities. The residences of the latter students are regularly inspected by all the members of the teaching staff working in pairs, and though the state of affairs is at present not perfect, the Principal considers that it is by no means as bad as might have been anticipated in view of the limited amount of good lodging accommodation in the town.

131. The College Laboratories were improved considerably during the quinquennium in order that adequate provision might be made for teaching the B. Sc. course. A water-supply was installed in the Chemical Laboratory in 1912, and a lecture theatre and balance room were completed the same year. In 1914 the upper story in the science block was assigned for use as a Physical Laboratory and was fitted up as such in 1914 and 1915 with the help of a special grant of Rs. 6,140, a lecture theatre being also provided. Lesser improvements have taken place in the Botanical Laboratory, and an additional gasometer of larger capacity than the original one has been erected. In connection with the Physical Laboratory a small workshop was erected and a mechanic appointed in 1914. Lately a beginning has been made with a Botanical museum, and the appointment of an Assistant in the Botanical Laboratory has enabled the Professor of Botany to undertake a certain amount of research work.

132. As regards tutorial work the Principal remarks that classes are held in all the subjects but that in some cases, especially in English and Logic, they have to be as large as 25 and that therefore proper tutorial work is difficult. He adds that in the smaller classes possible among the B.A. students good work is undoubtedly being done and making its effects felt, but that even in those classes there are students who prefer to devote most of their energies to set books rather than to obtaining a real knowledge of English. To prevent this tendency promotions and the grant of permission to appear at the

University Examinations are being made to some extent dependent on the work done in the tutorial classes.

133. The results of the examinations for the past year are given below :—

—	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
B. Sc. (Pass) ...	9	...	...	...	7 (4 with distinction.)
B. A. (Pass) ...	58	...	...	...	34 (5 with distinction.)
B. A. (Honours)	7	1	2	...	3 (also one obtained a pass degree.)
I. A. ...	133	19	42	10	71
I. Sc. ...	47	21	9	1	31

134. The College library has benefited during the quinquennium by special grants amounting in all to Rs. 4,380, but as at Patna the Principal complains that the annual grant of Rs. 1,000 is inadequate and should be increased at least by half. The system of requiring a monetary deposit from students before allowing them to take books out of the library has been abolished and in consequence the library is being more freely used. It has recently been re-classified in accordance with the Dewey system.

135. There is no system of compulsory games or physical exercise at the College and the sanctioned appointment of Gymnastic Instructor has not yet been filled. The playing-field in the College compound is only a small one and the other piece of ground which the students are allowed to use is too far distant to be of much use.

136. There have been no serious breaches of discipline during the past year. The Principal, however, remarks that the discipline is mainly of the passive kind, instances of active co-operation with the authorities for the good of the College being but rare. The most noticeable feature is the apparent lack, on the part of the majority of the students, of that respect for seniority and constituted authority which is so prominent in educational institutions in Europe.

137. The College has three Debating Societies, one of which conducts its proceedings in English, one in Oriya and one in Bengali. In all 30 meetings were held during the year while as regards the English Society it is noted that some of the papers read were distinctly interesting and that several of the members of the staff as well as students took part in the debates. The Economic Society paid visits to the Utkal Tannery, the Cuttack Weaving School and the local Public Works Department Workshop, but the members of the Society are reported to have done but little practical work by themselves.

138. Greer Bhumihar Brahman College, the report of which was submitted by the Principal two months late, has more than doubled in enrolment during the quinquennium while the direct expenditure has practically trebled. In 1915 the College was taken under the direct management of Government, the Committee handing over the funds in their hands which amounted to about Rs. 80,000 inclusive of the accumulated balances of certain Government grants. The College was placed under a Governing Body consisting of the Commissioner as President, the Principal as Vice-President and Secretary, and four members, of whom three are non-officials and one is a member of the College staff.

139. A considerable area surrounding the College has been acquired in order to provide a site for new buildings, but the permanent structures have not yet been begun. Four temporary class rooms however were built during the year 1913-14 at a cost of Rs. 4,803, while six more such class rooms were built at a cost of Rs. 4,032 and a temporary hostel for 39 students costing Rs. 10,444 in 1915-16. All these buildings will be demolished when the permanent college is completed. The effect of the temporary additions has been a great improvement in the state of affairs, there being now fairly adequate accommodation for the classes, while it is no longer necessary to rent a house in the town for use as a hostel. The chief want at present is a hall in which examinations can be conducted and the members of the College can be assembled for meetings or other purposes.

140. In 1912 the staff consisted in all of 11 members. It has now risen to 16, the salary of the Principal being Rs. 400—30—700, of the Professors Rs. 150—10—250, and of the Lecturers and Demonstrators Rs. 100—10—150, in accordance with the general scale for aided Colleges, except that the Lecturer in Hindi draws a salary of Rs. 60 only. The Patna University Committee prepared a scheme under which the staff is to consist of two members of the Indian Educational Service, 10 of the Provincial Educational Service and 12 of the Subordinate Educational Service, but in view of the financial situation at the time when the College was taken over effect has not yet been given to their proposals, though during the deputation of the permanent Principal to the Indian Army Reserve of Officers an officer in the Indian Educational Service has been appointed to act for him.

141. The results of the examinations during the past year were as follows :—

—	Number of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division	Total.
1	2	3	4	5	6
B. A (Pass) ...	54	...	...	...	23 (7 with distinction.)
I. A. ...	82	7	15	4	26

The College is not at present affiliated in any Science subject, while the best Arts students leave after passing the Intermediate Examination in order to join Honours Classes elsewhere.

142. The College library consists of 3,600 volumes, which is as many as the present library room can accommodate. The Principal mentions the need for a whole-time Librarian. The Common Room also suffers from the inadequacy of the accommodation at its disposal. The Principal writes as follows :—

Unfortunately pictures and papers occasionally disappear from the room. Strict supervision is necessary. I have endeavoured to organise a system of supervision by the students themselves but there are considerable difficulties in the way. The result is that the room sometimes has to be closed and the benefit of it is lost. I hope that it will be possible before long to appoint a peon or chaprasi with some little education to take charge of this room. As we have many valuable periodicals it is pity that full use should not be made of them.

143. As already mentioned the College has now a hostel for 39 students which is supervised by one of the Professors, but no family quarters have been provided for the Superintendent and it is difficult to get a bachelor to undertake the work. It is proposed soon to build quarters for the Principal in the College grounds in which case he will be able to exercise more supervision over the hostel.

144. As regards tutorial work the Principal observes that the larger classes are divided into groups for this purpose. These are used for the explanation of difficulties according to the individual needs of the students, and occasionally for written or oral test examinations.

145. Statistics for the three aided Colleges are given below :—

	St. Columba's College.	Bihar National College.	Tej Narayan Jubilee College.
1	2	3	4
NUMBER OF STUDENTS IN—			
1911-12	104	347	269
1915-16	164	574	497
1916-17	183	588	621
DIRECT EXPENDITURE IN—			
1911-12	Rs. 26,225	Rs. 18,983	Rs. 42,006
1915-16	,, 24,850	,, 40,992	,, 45,929
1916-17	,, 26,556	,, 42,226	,, 44,191
STRENGTH OF TEACHING STAFF IN—			
1911-12	12	15	14
1916-17	11	22	19
Cost per student in 1916-17 ...	Rs. 137 9 6	Rs. 74 11 9	Rs. 71 2 7
Number of boarders for whom there is hostel accommodation	94	90	201

146. As regards St. Columba's College the Principal remarks that the quinquennium has seen solid improvements continuously achieved, though the progress has been less striking than that of the previous five years. A new block containing accommodation for 37 more students has been added to the hostel with the help of a Government grant of Rs. 30,000 while another grant of Rs. 50,000 has enabled a large Science Laboratory to be completed. The playing-fields have been improved, an isolation ward has been built, and the construction of new night latrines has improved the sanitary condition of the hostels.

147. The hostels are under the management of three resident Superintendents each assisted by a monitor. The Superintendents visit all the rooms weekly.

148. As regards tutorial work the Principal writes as follows :—

With the exception of the first and second year English classes, the lectures are tutorial rather than professorial : that is, the classes in the different subjects not being the full number of the students in each year the lecturer has the opportunity of questioning the individual members of the class and noting their progress. By the system of weekly examinations and home exercises (of which two at least are done in each subject by each student in a term) the marks and progress of each student are noted by the staff. The English classes are divided into groups of five, who attend half-hour classes in which the teacher carefully supervises the English composition of each student : attendance at these tutorial English lectures is compulsory. We also have an Economics seminar in which the students can consult reference and statistical books : this is under the charge of the Professor of Economics.

149. The College library consists of 2,935 volumes and is growing steadily.

150. With regard to the social side the Principal writes as follows :—

The Athletic clubs, Debating Society, Common Room, and Social Service Guild have all been doing good work, and are likely to continue doing well as all the societies have now had time to evolve lines upon which successfully to work and which are acceptable both to professors and students.

Special mention should be made of the Social Service Society. This Society was started by Mr. Thompson in 1912 with the object of making the students familiar with the lives of those who may live in a different walk of life. A fair number of students are keen upon this work, and under the ægis of the Social Service Society a small night school was started three years ago in Okni, a suburb of Hazaribagh. This school is supervised by members of the Society. In 1913 the members arranged that ambulance lectures should be given to the students, and in 1913 seven students obtained the certificate, in 1914 eight, in 1915 nine, and in 1916 four.

In 1914 an old Columbans Guild was inaugurated under the wardenship of Mr. Thompson and having as its Secretary Professor K. S. Ghosh. The Guild has every year arranged a successful reunion of past and present students, and for the past two years the Guild has presented a prize to the second year student who heads the list of second year students in the College annual test examination. The flourishing condition of such a society is an extremely valuable asset to St. Columba's College.

151. The results of the University Examinations for the past year are as follows :—

	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
B. A. (Pass) ...	30	...	...	...	13
B. A. (Honours) ...	3	...	2	...	2 (also one obtained a pass degree.)
I. A. ...	44	11	10	1	22
I. Sc. ...	6	2	4	...	6

152. At the beginning of the quinquennium the Bihar National College was the largest College in the Province though it has since been surpassed in size by the College at Bhagalpur. In spite of a large rise in the number of students little has been done as yet to improve the accommodation. The University Committee recommended that the College should be removed to the University area and it was not until it was decided that one College should be left in Bankipore that the construction of additional rooms was taken in hand. Two such rooms were completed during the year 1915-16 at a cost of Rs. 8,824. The adjacent Female Ward of the Bankipore Hospital was acquired by Government in 1913-14 for the use of the College but the Medical Department were unable to give it up before the end of the period under review. At the beginning of the quinquennium it was proposed to erect a hostel in the College grounds but the site was found to be too cramped for the purpose and in consequence a building was rented elsewhere. This building it is now proposed that Government should acquire and lease to the College authorities until such time as the University is completed, after which date the College is to be reserved for day students. The hostel is at present under the supervision of the Principal.

153. At the beginning of the quinquennium the College received from Government a grant of Rs. 400 a month, but in 1914-15 the amount was raised to Rs. 1,000 a month, the College Council being reconstituted at the same time. The latter now consists of four Government nominees, four representatives of the College Association, and one representative of the family of the founder

together with the Principal and one member of the teaching staff. With the help of the increased grant eight additional members were included in teaching staff and the salaries were fixed at the scale mentioned above in the case of Greer Bhumi-har Brahman College.

154. In 1914-15 the College first opened B. Sc. Classes but it has no affiliation in any subject up to the Honours standard and in consequence loses many of its best students after the Intermediate standard. As however the Principal states in his report that he has no space for tutorial classes, it is doubtful how far Honours work can be undertaken with advantage.

155. During the quinquennium the College was equipped throughout with electricity and furnished with single or dual desks of the approved pattern. The nucleus of a Psychological Laboratory has also been formed.

156. A Professors' Advisory Committee has been formed to discuss matters relating to discipline and the organization of the studies of the College. This Committee is reported to have done very good work during the year under report. The Principal writes :—

It promises to increase in usefulness as time goes by and it is hoped that in the near future it may be allowed to have a statutory position as the Academic Council of the College for discussing all matters relating to discipline and studies.

157. During the year 1916-17 the size of the different classes was reduced and none of them now contain more than 100 students. There were practically no breaches of discipline and the Principal notes with satisfaction that his students resisted all attempts made to induce them to join in the agitation at the time of the strike at Patna College.

158. As regards the library the Principal writes :—

Large additions to the library have been made during the year under report. A good beginning has been made in the collection of Pali texts which offers an abundance of material for research work in the history, economics, sociology, philosophy and religion of ancient India. Members of the teaching staff have not been slow in taking advantage of the opportunity of study and research thus offered and have started a 'Study Circle' which has taken up with zeal some important work.

159. The results of the University Examinations for the past year are as follows :—

	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
B. Sc.	8	...	...	...	4
B. A. (Honours)	1	...	1	...	1
B. A. (Pass)	76	...	...	...	30 (one with distinction.)
I. A.	235	9	39	14	62
I. Sc.	39	5	7	...	12

160. Tej Narayan Jubilee College at Bhagalpur has more than doubled in numbers during the five years but the staff has increased in strength only from 14 to 19. The scale of salaries for aided Colleges already referred to was introduced in 1913 when a monthly grant of Rs. 1,000 was first given. Unlike the other private Colleges in the province the College has a Provident Fund, which was established in the year 1909. The rules of the Fund are undergoing revision at present.

161. The College buildings are entirely inadequate for the present number of students and it has been decided to construct a new College on a site to the west of the town. The present buildings will ultimately be handed over to the Collegiate School. The necessary land has already been acquired and a

commencement will shortly be made with the buildings, the cost of which was estimated by the University Committee at Rs. 6,58,928, half of which sum is to be paid by Government while the other half has been very generously offered by the proprietors of the nine annas share in the Banaili estate.

162. The old Board of Trustees and Committee of Management of the College have recently been remodelled and there is now a Board of three Trustees and a Committee of Management consisting of 10 members. The Trustees are the senior or managing member of the nine annas share in the Banaili estate or any member of that family whom he may nominate; Mr. Dip Narayan Sinha or in his absence from India a person to be appointed in his place by the senior or managing member of the nine annas share in the Banaili estate; and a person to be nominated by the other two Trustees subject to the approval of the Commissioner, who is further empowered to make the appointment if the two Trustees are unable to agree. The Managing Committee consists of the Commissioner and the District Judge, *ex officio*, the three Trustees, the Principal, two Professors and two persons nominated by the senior or managing member of the Banaili estate.

163. The range of affiliation has not been altered during the quinquennium though the Principal considers that the College is adequately equipped to teach the B.Sc. Course as well as the Honours Course in certain subjects. It would appear however that until the College is removed to its new buildings there will be no accommodation for any additional classes.

164. The Principal gives the following description of the hostels:—

Increasing efforts are being made to make the students of the college live in healthy houses and wholesome surroundings. The college had last year five Hindu and one Muhammadan hostels providing accommodation for about 200 students. In 1912-13 the total number of boarders was only 80. The Maithil students who are prevented by caste considerations from living in hostels have with the help of the leaders of their community started college messes of their own under the superintendence of responsible gentlemen and under the general control of the Principal. The College Hostels have Lecturers and Demonstrators as their resident Superintendents, and Professors visit the hostels according to a programme prepared by the Principal. As the houses, in which the hostels are, were not built for the purpose, but are simply buildings in the neighbourhood of the College taken on rent, proper control upon the movements of the boarders cannot be kept.

165. The College library now contains 4,457 volumes, substantial additions having been made last year to the collections in Economics and History. The average sum spent annually on the library is Rs. 800.

166. As regards tutorial work the Principal states that the classes are taken in batches consisting of 20 or 25 students and are given tutorial help at least once a week. In scientific subjects the students do practical work under the supervision of the Professors and Demonstrators, each batch working at least once a week for two consecutive periods of 50 minutes each.

167. The results of the University Examinations for the past year are given below:—

	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
B.A. (Pass)	101	...	...	...	46 (7 with distinction.)
I.A.	197	36	61	8	105
I.Sc.	35	15	9	...	24

168. It will be convenient to note here the manner in which the recurring grant of Rs. 21,000 for the improvement of private Colleges has been spent during the five years :—

Year.	Name of College.	Purpose for which given.	Amount of grant.
1	2	3	4
			Rs.
1912-13 {...	B. N. College ...	Science gallery and electric plant	8,500
	St. Columba's College ...	Laboratory, library and furniture.	7,500
	G. B. B. College ...	Laboratory and library ...	5,000
	Total ...	.....	21,000
1913-14 and 1914-15. {	B. N. College ...	Equipment of laboratory and workshop.	11,800
	St. Columba's College ...	Equipment of new laboratories ...	15,400
	G. B. B. College ...	Improvement of the laboratory and furniture.	5,000
	T. N. J. College ...	Furniture and equipment ...	9,800
	Total ...	.....	42,000
1915-16 ... {	B. N. College ...	Improvement of laboratories, library and furniture.	9,500
	St. Columba's College ...	Improvement of hostel and library	3,500
	G. B. B. College ...	Gas plant and library ...	3,500
	T. N. J. College ...	Furniture and improvement of laboratories.	4,500
	Total ...	.....	21,000
1916-17 ... {	B. N. College ...	Laboratories, library and furniture.	5,000
	St. Columba's College ...	Improvement of hostel and grounds.	3,450
	T. N. J. College ...	Laboratory, library and furniture	5,000
	Total ...	.....	13,450

The balance of the grant for 1916-17 has been kept in hand owing to the financial situation.

169. The only unaided College in the Province is the Diamond Jubilee College at Monghyr. The number of students in this College has risen from 14 in 1911-12 to 34 in 1915-16 and 56 this year while the expenditure has risen from Rs. 5,578 to Rs. 5,982 and Rs. 7,047. Until the year 1915 the College was held in a building in the compound of the Zila School, but this was then purchased by Government and the College moved to another building already in its possession. The Patna University Committee considered that in view of its size the College should be allowed to disappear and that no provision should be made for it in the new University. The University Bill, however, as rerafted, allows the College to retain its affiliation.

170. The College is at present living on two endowments which produce Rs 1,970 a year and upon its fee income, the balance of the expenditure being met from capital funds. No attempt is at present being made to raise subscriptions or donations for its upkeep and equipment. The staff consists of five members as at the beginning of the quinquennium. The Principal reports that the classes are so small that arrangements for tutorial work are made without difficulty.

171. The results of the University Examinations for the past year have been as follows :—

—	No. of candidates sent up.	Successful candidates.			
		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6
I.A.	29	3	6	2	11

172. The average cost of a boarder in the hostels attached to the different Colleges and the average for the Province as a whole are given below. The figures exclude the cost of board. The large sum paid as rent for the hostel of the Bihar National College makes the cost per boarder higher at that college than elsewhere :—

—	Average No. of boarders.	Total cost.	Average per head.
1	2	3	4
		Rs.	Rs. a. p.
Patna College	146	6,638	45 7 5
Ravenshaw College	146	3 910	26 12 6
G. B. B. College	35	808	23 1 4
St. Columba's College	94	2,490	26 7 10
B. N. College	65	4,705	72 6 1
T. N. J. College	163	5,484	33 10 4
Total	649	24,035	37 0 6

CHAPTER VIII.

Professional Colleges.

173. The institutions included under Professional Colleges are the Patna Training College, the Patna Law College and the Pledership Classes attached to the Tej Narayan Jubilee and Ravenshaw Colleges. The variations in the number of pupils in each of these institutions are given below :—

	1911-12.	1915-16.	1916-17.
Patna Training College ...	6	40	19
Patna Law College (B. L. Classes) ...	41	189	202
Patna Law College (Pledership Class) ...	30	35	46
Cuttack Pledership Class ...	14	18	12
Bhagalpur Pledership Class ...	20	21	30

174. On April 1st, 1912, the Patna Training College was housed in a building which was constructed as a residence for the Headmaster of the Patna Training School while its hostel was accommodated in the attached out-houses. Its staff consisted of a Principal on Rs. 400—15—700 and one temporary Professor on Rs. 200 while the number of students was limited to 12, only Biharis being eligible for admission. The College was affiliated up to the L. T. Standard only. As soon as the Province was created it became evident that a large extension of the College would be necessary and accordingly a scheme was prepared providing for an institution capable of teaching 40 students and working up to the B. T. Standard. The staff was to consist of two members of the Indian Educational Service and three of the Provincial Educational Service while a new building was to be constructed in which, in addition to class-rooms, each of the five members of the staff was to have a separate room in which to take his tutorial work. A hostel was also to be built for the 40 students, each of whom was to have a room of his own, while residences were to be built for the Principal and Vice-Principal, of whom the former was to be Superintendent of the hostel. The practising school of the Training College was to be the Patna Collegiate School, in the building of which a large room was to be specially designed for the holding of criticism lessons. The estimated cost of the additional staff was Rs. 20,828 per annum in addition to Rs. 19,500 for stipends and miscellaneous charges and Rs. 1,13,300 for capital expenditure.

175. Before any progress was made with the scheme it was decided to take the opinion of the Patna University Committee. That body, as has already been mentioned, recommended that after the University had been established separate arrangements should be made for the training of graduates and under-graduates, a College for the former being provided in the University area while the latter were to be trained in an institution controlled by the Department and to receive diplomas from the Department instead of from the University. This recommendation was accepted by Government, but it was seen that it would be some years before the new University Training College could be completed while even thereafter a house would be required for the proposed Departmental Training Class. Accordingly it was decided to proceed with the scheme already detailed, the intention being that after the establishment of the University the buildings to be constructed at first for the combined B. T. and L. T. Classes should be used for the Departmental Training Class. This proposal was duly sanctioned by the Secretary of State and the buildings have been completed. The number of students in the Training College, which had been raised to 15 in the year 1913, was further raised to 40 in July 1915 by which time the new buildings were ready, 25 graduates and 15 under-graduates being deputed for training. Unfortunately owing to the financial stringency the number had again to be cut down last year to 20 of whom half were graduates. The officers deputed during the quinquennium were all Government servants except in the year 1915-16 when eight teachers were sent from aided schools. During the whole quinquennium 102 students were deputed for training of whom 99 joined the College and 92 completed the course. The total number of successful students has been 78.

176 It will be seen from the preceding paragraphs that the College has been provided with a strong staff, there being one teacher to every 8 students. During the last of the years under review the Principal, Mr. J. H. Thickett, was absent on leave and as the number of students has been limited to 20 it has not been found necessary to fill the sanctioned post of Vice-Principal. On Mr. Thickett's departure the post of Principal was filled for three months by Mr. J. S. Armour, but the latter then left to join the I. A. R. O. and Mr. Hashim, the senior Professor of the College, who had been acting as Vice-Principal, has since been discharging the duties of Principal assisted by 3 Professors. In this way the number of teachers is at present one to every five pupils and in consequence it has been easy to arrange for ample tutorial work, each student being taken separately. The syllabus taught in the College is that prescribed for the B. T. and L. T. Examinations of the Calcutta University together with blackboard drawing.

177 In the year 1914 the College was placed under the management of a Governing Body consisting of the Principal of the College, the Inspector of Schools of the Patna Division and the Headmaster of the Patna Collegiate School. The members of the staff have also constituted themselves into a Council which met eight times during the year 1916-17 to consider questions relating to the internal affairs of the College.

178. The expenditure rose from Rs. 14,566 in 1911-12 to Rs. 41,633 in 1915-16, but declined to Rs. 30,117 last year owing to the absence of the permanent Principal and the fall in the number of students. The cost was in each case met from Provincial revenues and includes the stipends of the teachers under training. The latter, if Government servants, receive stipends not exceeding their full pay, while teachers of aided schools are also given full pay on condition that the schools concerned pay the same amount to their substitutes and provided that the candidates execute an agreement to return for not less than two years to the school from which they were deputed for training, if required to do so. The cost of training each student amounted last year to Rs. 1,585-1-8.

179. The curtailment in the roll number of the College which the financial situation has necessitated is much to be regretted. When it is remembered that of 407 officers in the Subordinate Educational Service only 105, and out of 83 English teachers in the Lower Subordinate Educational Service only 12 have been trained, that 89 new Sub-Inspectors will shortly be appointed to the Subordinate Service in place of Assistant Sub-Inspectors and Inspecting pandits and further that of the large number of English teachers in schools not managed by Government, only eight have been trained at Patna and a very small number elsewhere, it will be seen that even if the output of the College were maintained at a maximum it would be a long time before the majority of the English teachers and inspecting officers in the Province would have been trained. It is to the Training College that the department looks largely not only for an improvement in the technique of the teachers and in their professional skill but also for an improvement in their ideals and in their sense of the dignity of the teachers' profession. The latter it is further desired to encourage by the establishment of a Guild of trained teachers which will centre round the Training College, where the members will meet annually to discuss educational topics and to renew their acquaintance with the staff of the College and the students who were their contemporaries there.

180. The Patna Law College, as will be seen from the figures given in the first paragraph of this Chapter, has developed rapidly in numbers and two additional lecturers have been appointed to the staff to cope with the increased numbers. The staff now consists of a whole-time Principal and six part-time lecturers, all of whom hold posts outside the graded services. There is in addition a lecturer for the Pledership Classes which contain 46 students as against 30 on March 31st, 1912. He is not paid by Government but receives the fees which amounted last year to Rs. 3,294.

181. The College was founded in the year 1909 and from then until 1915 it was held in a rented house to the east of the Temple Medical School. At the close of the latter year this building was acquired by the Medical authorities

and the College moved to the buildings recently vacated by the Patna Training School and Training College. No permanent arrangements have been made for its accommodation in view of the recommendation of the University Committee that students of law should be divided up among the different Colleges of the University and should commence to read law as soon as they pass the Intermediate standard. The old Patna Training School buildings provide accommodation for the hostel as well as the classes and there were 23 boarders in residence at the end of the period under review. The Principal, who is Superintendent of the Hostel, notes that many of the other students live in the messes supervised by the Inspector of Students' Residences.

182. The College is managed by a Governing Body consisting of the District Judge of Patna as President, the Principal of the Law College as Vice-President and Secretary, a member of the staff and two non-officials.

183. The Principal states that the examination results compare favourably with the general average for the University. During the past year 35 students out of 110 passed the Preliminary Examination in Law, 37 out of 55 the Intermediate Examination and 25 out of 30 the Final Examination. Tutorial work is taken up at the end of the session after the completion of the general lectures, each class being divided into several batches to which tutorial lectures are given. This system is said to have proved successful but it would seem open to doubt whether, when there is only one member of the staff to each 29 students in the B. L. classes and only one lecturer for 46 students in the pleadership classes, much attention can be paid to individuals.

184. The Pledership Classes at Bhagalpur and Cuttack, as may be seen from the figures already given, are small institutions and deserve no particular mention. The question of opening B. L. Classes at Cuttack is under consideration. Meanwhile, as noted in Chapter II, six scholarships are granted annually to Oriyas who desire to join the Law Colleges at Patna or Calcutta.

CHAPTER IX.

Secondary Education for Boys.

185. The quinquennium witnessed a considerable expansion in Secondary Education as may be seen from the figures given below :—

—	1911-12.	1915-16.	1916-17.
1	2	3	4
<i>High Schools—</i>			
Number of schools	91	94	100
Number of pupils	24,817	32,392	34,734
Direct expenditure	Rs. 6,31,871	Rs. 9,29,733	Rs. 9,85,724
Average cost per school	Rs. 6,943·6	Rs. 9,890·8	Rs. 9,857·2
<i>Middle English Schools—</i>			
Number of schools	188	222	226
Number of pupils	16,959	22,302	23,415
Direct expenditure	Rs. 1,77,764	Rs. 3,52,769	Rs. 3,89,108
Average cost per school	Rs. 945·6	Rs. 1,589·05	Rs. 1,721·7
<i>High and Middle English Schools—</i>			
Percentage of pupils in the High Stage ...	27·5	32·7	34·3
Ditto ditto Middle Stage ...	24·8	27·7	27·7
Ditto ditto Upper Primary Stage	25·5	26·4	25·5
Ditto ditto Lower Primary Stage	22·2	13·2	12·5

186. The number of High Schools is shown to have risen by 9 but the figure should be 10 as the Dinapore Aryan Anglo-Sanskrit School, which was first recognised in 1916-17, was improperly shown as a High School in previous years. Eleven other schools received recognition during the period under review, namely, the Nawadah High School, the Gaya Model High School, the Foley Rajput High School at Chapra, the Pusa Government High School, the Madhepur High School in Darbhanga, the aided High School at Muzaffarpur, the Nagendrabala Academy at Chapra, the Preparatory School at Monghyr, the Moslem Seminary at Cuttack, the Victoria Satyabadi High School near Puri and the Dhanbad High School. The Diamond Jubilee School in Patna City and the Bengali High School at Laheriasarai were closed. The number of Government schools rose from 21 to 22 owing to the opening of the school at Pusa while the number of aided schools rose by five and that of unaided schools by three. The increase in the number of schools, however, is much less striking than that in the number of pupils, which rose during the five years by 40 per cent., or that in the expenditure where the increase was one of 56 per cent. The expenditure from Provincial revenues has risen from Rs. 1,36,725 to Rs. 1,82,446 and that from fees from Rs. 3,78,066 to Rs. 7,08,053, but the District fund contribution of Rs. 1,300 has disappeared, while Municipal expenditure has fallen from Rs. 2,459 to Rs. 1,080 owing to the very proper tendency of the Municipalities to centre their attention on primary schools, and the income from endowments and subscriptions has fallen from Rs. 1,13,321 to Rs. 94,145. It should be noticed that the net direct cost to Government of the Government High Schools has actually declined during the five years from Rs. 98,837 to Rs. 96,303 in spite of the opening of an additional school for which an Imperial grant of Rs. 7,500 has been appropriated and though the cost of nine other appointments (including those of four teachers of Manual Training) amounting to Rs. 7,420 a year has been met from other Imperial grants. At the same time the income which these schools derive from endowments and subscriptions, amounting last year to Rs. 3,148, is now spent on extra scholarships as noted in Chapter II. The striking increase in the fee income is due partly to the standardization in the fee rates sanctioned in 1912-13 and partly to the increase both in the number of pupils and in the proportion of those in the higher classes. The average income from this source at a Government High School rose from Rs. 5,500 to Rs. 8,351, at an aided school from Rs. 3,347 to Rs. 5,766 and at an unaided school from Rs. 4,357 to Rs. 8,170. The fee income now covers 71·8 per cent of the total direct expenditure, a figure which may be taken as indicating that parents are prepared to pay at any rate the greater part of the cost of educating their children in secondary schools. The average annual fee in a High School is Rs. 21·8 or just Rs. 5 higher than it was five years ago.

187. In spite of the large increase in the number of pupils the cost of educating each pupil has risen from Rs. 28-1-9 in 1911-12 to Rs. 30-6-2 in 1916-17, which figures show that though secondary education has been expanding rapidly the desirability of improving its quality has not been forgotten. Large sums have been spent on the construction of new buildings, the extension of old ones and the purchase of land for play-grounds, and the salaries of the teachers in aided schools have been appreciably raised by the introduction of the new standard scales of expenditure which are referred to in Chapter II. The ordinary rates of pay in aided schools now range from Rs. 100 to Rs. 20 and in unaided schools from Rs. 100 to Rs. 12. An account of the steps taken to broaden the basis of education is given in Chapter XXI.

188. The following statement shows the schools which have principally benefited by the capital expenditure incurred :—

New buildings.	Extensions.	Play-grounds.
1	2	3
1. Patna Collegiate School.	1. Gaya Zila School.	1. Patna Collegiate School.
2. Aurangabad High School (not yet recognized).	2. Ram Mohan Ray Seminary.	2. M. A. A. School, Patna City.

New buildings.	Extensions.	Playgrounds.
1	2	3
3. Bihar High School.	3. Northbrook School, Darbhanga.	3. Northbrook School, Darbhanga.
4. Nawadah High School.	4. Motihari Zila School.	4. Patna City School.
5. Muzaffarpur Zila School.	5. Purnea Zila School.	5. Muzaffarpur Zila School.
6. Puri Zila School.	6. Dumka Zila School.	6. Dumka Zila School.
7. Ranchi Zila School.	7. Monghyr Zila School.	7. Chapra Zila School.
8. St. Paul's High School, Ranchi.	8. C. M. S. High School, Bhagalpur.	8. C. M. S. High School, Bhagalpur.
9. St. John's High School, Ranchi.	9. Deoghar High School.	9. Hazaribagh Zila School.
10. Jharia Raj High School.	10. Balasore Zila School.	10. Balasore Zila School.
	11. Sambalpur Zila School.	11. Ranchi Zila School.
	12. Palamau Zila School.	12. Palamau Zila School.
	13. Chaibassa Zila School.	13. St. John's High School, Ranchi.
	14. Giridih High School.	14. St. Columba's Collegiate School, Hazaribagh.

This list does not take into account hostel buildings, which are dealt with in Chapter XX.

189. The Patna Inspector writes:—

The large increase in the number of pupils in High Schools with accommodation practically stationary has resulted in a serious state of congestion. Almost every school is over-crowded. The remedy for this lies of course in encouraging the opening of new High Schools and increasing the number of schools providing English education. High Schools should be discouraged and, where possible, prevented from having classes below the 6th. The proper place for pupils in Class VII and lower classes is in Middle English, Middle Vernacular, and Primary Schools. In High Schools it is my experience that the lower classes, which are often large and provide a substantial contribution in the matter of fees towards the school finances, get poor accommodation and equipment and incompetent teachers to instruct them. In some cases where the conditions are scandalously bad I have recommended that the continuation of recognition should be contingent on the abolition of certain of the lower classes. Notwithstanding this state of things parents send their children to High schools.

Dealing with the same question the Bhagalpur Inspector writes:—

The Deputy Inspector of Schools, Bhagalpur, suggests that as English is not taught in Standard II downwards of Middle English Schools, it would be better if those standards in these schools were abolished. I fully agree in this view. This will reduce the cost of Middle English Schools and yet increase their number and meet the popular demand, for the neighbouring Primary schools will serve the purpose of the abolished classes equally well. The retention of vernacular classes in Middle English Schools is a relic of the past when Middle English and Middle Vernacular Schools were on the same footing, English being an additional subject in the former. The separation of these two classes of schools makes the retention of a part of the old system anomalous.

The department has already agreed that it is undesirable that Lower Primary classes should be maintained in High schools, but it is not clear that the same applies to the Upper Primary classes, for the teaching of English commences in Standard III and it is particularly desirable that boys when they first begin to learn English should be taught by a competent master.

The suggestion to abolish the Lower Primary classes in Middle English schools deserves careful consideration.

190. Regarding the course of study in High Schools the Bhagalpur Inspector writes :—

The Matriculation Examination naturally dominates the teaching in High Schools and as the Indian classical languages and vernaculars occupy there a place higher than English, Mathematics and History, the relative importance attached to them affects the attainments in the two groups of subjects and the result of the examination as a whole presents the unique spectacle of a larger measure of success in the first division and a gradually diminishing degree of it in the lower divisions. The importance attached to the different subjects comprised in an examination should, I think, be according to the difficulty of acquisition of those subjects by the great bulk of the students for whom the examination is designed, i. e., the subjects difficult of acquisition should carry more marks and the subjects easier to acquire should carry less. At present all the subjects, no matter what their relative difficulty of acquisition, carry the same number of marks.

The low standard at present required for a pass in the first division and the lack of variety in the choice of subjects are admittedly objections to the present Matriculation course. As regards the former point it will suffice to mention that in the High Schools in the town of Chapra alone there are 284 students from the United Provinces of whom no less than 69 have failed to pass the Matriculation or school final examination of that Province and seek to profit by what they consider the lower standard of the Calcutta University. Again the course being a purely literary one is not well adapted for those students who after its completion intend to take up the study of science or to enter business. Accordingly the question of instituting a School Leaving Certificate Examination has been considered. A Departmental Committee was convened in August 1913 to discuss the question and a year later another Committee was appointed by Government. The Committee recommended that a School Leaving Certificate Examination should be instituted and placed under the control of an Administrative Board consisting of the Director, the Assistant Director, five members appointed by Government, three members nominated by the Patna University and appointed by Government, and two members representing the recognized non-Government schools. This Board was to be assisted by a Board of Studies of 6 or 8 members which was to be formed of the members of the Administrative Board and other persons selected by them and approved by Government. The examination was to comprise the following compulsory subjects:—English (in which subject the examination was to be partly oral), Mathematics, a Vernacular and History and Geography. A wide range of optional subjects was to be allowed but no candidate was to be examined in more than one such subject at the same time as in his compulsory subjects, though, after obtaining a certificate, a candidate who had again attended school for a year might be examined in not more than two other optional subjects. Schools were to apply for separate recognition for each optional subject which they wished to teach. In awarding the certificates the candidate's school record for the past three years was to be given full weight and this record was to be prepared so as to show for each subject the percentage of marks gained by the candidate at all school examinations, the average mark of the class in those examinations and the head-master's estimate of the pupils' ability and industry. To enable these marks to be checked, all exercise-books were to be preserved for three years. In the case of those students who failed in the public written examination, where the result of the examination differed from that indicated as probable by the school record the Inspector was to examine and report as to the reason for the discrepancy when visiting the school to conduct the oral and practical examinations. It was hoped that under this scheme much fuller and more accurate information would be obtainable as to each candidate's progress at school, that the head-masters position would be improved by the value which was to be attached to his marking, and that the strain which is involved by a system where all depends on the result of a single examination would be greatly reduced. No action, however, has been taken on the report pending the question of establishing a University at Patna. It has already been mentioned in Chapter VI that when that University comes into being it is proposed to proceed with the

establishment of the School Leaving Certificate Examination to be conducted at selected High schools concurrently with the Matriculation Examination. Meanwhile a curriculum has been framed showing the work to be done in each of the four highest classes of schools teaching the Matriculation syllabus, while the new curriculum framed by the Primary Education Committee and referred to in the next chapter will be introduced in 1918 in the lower classes of High schools and Middle English schools as in the corresponding classes of vernacular schools.

191. In the year 1913-14 special classes were opened at the Zila schools at Chapra, Ranchi, Motihari and Daltonganj for students who had completed the middle course in Vernacular Schools. A similar class has since been opened in the Foley Rajput school at Chapra. It has been found that such students are generally better grounded in their vernacular subjects than students from Middle English schools and it was thought that if on joining High schools they were given a special course of English for one year they should be able to proceed in the following year with the work of Class IV. They would thus have a good chance of completing the whole course as quickly as the large percentage of boys who while passing through Middle English schools or the lower classes of High schools have to be detained for one year in one of the classes, and moreover their education would be less expensive, the fees in Middle Vernacular schools being about half of those in Middle English schools. The scheme does not seem to be widely known, for though at Ranchi all the boys from the special class after one year's study in English obtained higher marks in that subject than any of the boys who had completed the English course up to Class V inclusive, yet the number of pupils coming forward for admission there was so small that the class has been closed, as has that at the Chapra Zila school. The classes at Daltonganj and the Foley Rajput school at Chapra are doing excellent work. The class at Motihari has been moved to Muzaffarpur. The Inspector does not mention how far it has been successful there.

192. In 1916 the managing committees of the Government High schools were reconstituted, the Deputy Inspector being made a member in place of the Assistant or Additional Inspector, while the District Officer was empowered to nominate the Sadr Subdivisional Officer or a senior Deputy Magistrate to attend the meetings when he was on tour himself. In the absence of the District Officer the Inspector of Schools presides. The Managing Committees of the Pusa High School and the Collegiate Schools at Bankipore and Cuttack have a slightly different constitution.

193. A type plan was prepared during the quinquennium for Government High schools and one for aided schools is being worked out. The former, which has been adopted at Patna, Muzaffarpur, Ranchi and Puri, provides for 26 rooms of 19' x 26'-3" together with a hall of 65' x 35' with a stage at one end and a colonnade along each side. The hall projects to the south of the building and there is no verandah on the northern side. The building is two-storied, there being 13 class rooms on each floor and the upper story is reached by three stair-cases, one behind the hall and one at each end of the building. There is a gallery round the hall at the level of the first story. The plan is satisfactory, but it has been decided that the hall is somewhat larger than is necessary and in any school that is built hereafter its dimensions will be somewhat curtailed and the colonnade down the sides with the gallery above will be omitted. The type plan for aided High schools will provide a hall and 12 class rooms. Eight more rooms can be added when required.

194. Turning now to Middle English schools it will be seen that during the five years there has been an increase of 38 in the number of schools, the divisions contributing to this result being Tirhut (11), Bhagalpur (16), Orissa (9) and Chota Nagpur (2). One new Government school has been opened as a practising school for the Ranchi Training School, while the number of schools managed by local bodies has risen by 10 and of aided schools by 28. The number of unaided schools has declined by one. The increase in the percentage of pupils is 38.07 or slightly less than that in the case of High schools, while the expenditure has risen by no less than 118.9 per cent. The increased cost has been shared by all the different sources of expenditure except Municipal funds, which show a

decline from Rs. 3,941 to Rs. 3,849 for the reason given above in the case of High schools. The expenditure from Provincial revenues has risen from Rs. 15,671 to Rs. 44,857, that from District funds from Rs. 30,997 to Rs. 71,498, that from fees from Rs. 65,514 to Rs. 1,81,112 and that from endowments and subscriptions from Rs. 61,641 to Rs. 87,792. The average annual fee in a Middle English school has risen from Rs. 4.2 to Rs. 8.2, the causes being the same as those obtaining in the case of High schools. The pay of teachers in aided and unaided Middle English schools alike now ranges from Rs. 100 to Rs. 5, while five years ago the range in aided schools was from Rs. 64 to Rs. 4 and that in unaided schools from Rs. 64 to Rs. 5.

195. That the Middle English schools have improved greatly during the five years at any rate in some divisions, there is no doubt. The Chota Nagpur Inspector writes :—

The Middle English schools have improved out of all recognition during the past five years. The number has only risen from 41 to 43 but the number of pupils has risen from 3,872 to 4,942 and the expenditure has more than doubled, being Rs. 81,618 against Rs. 39,977 in 1911-12. The rise in the average cost of a school from Rs 81 to Rs. 158 a month has enabled more and better teachers to be employed. Each school has now at least two English teachers, of whom one must have passed the Intermediate examination and the other must have matriculated, while the two Government Middle English schools with two trained I. A. passed teachers and 5 or 6 pandits apiece set a good example of efficiency. The improvement in these schools should react very favourably on the High schools and should also do something to keep boys from crowding into towns at a tender age. I have therefore made a point of visiting them as frequently as possible and have insisted on their being maintained in an efficient state if recognition is to be continued. I find that as a rule there is no difficulty about meeting the current expenses when the number of boys exceeds 120 ; if it is smaller the schools need an unreasonably large grant if they are to be efficient and in such cases therefore I encourage the formation of Middle Vernacular schools.

This account is very satisfactory and an expansion in the number of efficient Middle English schools is much to be desired, but two dangers must be borne in mind. The first is that of money which is more urgently required for the expansion of primary education being diverted for the improvement of Middle English schools and the second is that of encouraging the formation of schools where funds are not available to pay for qualified teachers. The first danger will be prevented when sufficient funds are forthcoming to enable the Government to carry out the recommendation of the Primary Education Committee that Middle English schools should be controlled by the department and not by local bodies. The second is an important point, for it is a matter of common experience that boys who have been taught in ill-staffed Middle English schools cannot make progress when they pass on to High schools, and it is necessary that Inspectors should exercise care that the schools to which they grant recognition really deserve it.

196. Considerable progress was made during the five years in providing these schools with improved buildings. Mention is made in the reports of new buildings at Mokameh and Mokameh Ghat in Patna and at Surajpura in Shahabad, while from Chota Nagpur it is reported that during the five years new buildings have been completed or almost completed for more than a third of the schools. A type plan for aided middle schools has been prepared and is mentioned as having been adopted at five schools in Chota Nagpur. It provides for five rooms, of which three are of 16' × 20' and 2 of 16' × 15', the three longer rooms being built in a row lighted from the north while the two shorter ones project towards the south and have a verandah between them. The plan provides for pucca buildings with terraced roofs but many schools have adopted simpler buildings with roofs of nurria tiles and these are in some cases quite satisfactory though they are apt to be more expensive to maintain. A large part of the improvements effected during the past five years is due to the fact that one year's instalment of the recurring grant of Rs. 95,000 was made over to local bodies in 1913-14 for expenditure on Middle English schools.

197. It will be seen from the figures given earlier in this chapter that the expenditure on secondary schools from public revenues has risen by Rs. 1,12,637. This is due in a large measure to the Imperial grant of Rs. 60,000 given for secondary schools in 1912-13 and to an allotment of Rs. 23,473 which is

now being annually expended from the recurring grant of Rs. 95,000 given by the Government of India in the following year. The balance of the latter grant has been held in reserve for the present owing to the financial situation, but both this sum and further large grants will be required before effect can be given to a scheme which has already received the sanction of the Secretary of State and is only waiting for more favourable financial circumstances for its introduction. Under this scheme it is proposed to provide Government High schools with headmasters in the Provincial Educational Service or, in the case of those at divisional headquarters, in the Indian Educational Service. All English teachers, pandits and maulavis in those schools will be placed in the Subordinate Educational Service, and all vernacular teachers and drill masters in the Vernacular Teachers' Service, while Deputy Inspectors in charge of districts will be placed in the Provincial Educational Service at the same time as headmasters. Each managed Middle English school will have a staff of two teachers in the Subordinate Educational Service and five in the Vernacular Teachers' Service, while those privately managed High and Middle English schools which have not yet adopted the standard scales of establishment detailed in Chapter II will be given grants to enable them to do so. The net increase of expenditure proposed amounts to Rs. 3,86,000 a year and this it is proposed to undertake gradually as circumstances permit. Steps in the required direction have been taken during the quinquennium by the appointment of two additional headmasters in the Indian Educational Service and two on special rates of pay considerably higher than that of the Subordinate Service and by raising the scale of establishment at the four Government Middle English schools to the standard prescribed, while all new posts added at Government High schools have been added to the services in which the posts will be included when the scheme is brought into effect. At aided schools the scheme has been borne in mind whenever new or increased grants have been sanctioned, and it will be seen from the figures given in Chapter III that the sum distributed in such grants has been Rs. 72,000 over and above occasional grants from Provincial revenues. A further portion of the scheme is to be introduced with the help of the grant of Rs. 3¼ lakhs given by the Government of India during the current year.

CHAPTER X.

The Primary Education of Boys.

198. This chapter deals with middle vernacular and primary schools and also with recognized *maktabs* and Sanskrit *pathshalas*. This year 887 out of 2,003 recognized schools of the two latter classes have been returned as primary schools. No *maktab* or Sanskrit *pathshala* should, however, be recognized unless it teaches the departmental syllabus and this includes in each case the main portions of the primary course. All these institutions, therefore, being recognized ought, in accordance with the orders on the subject, to have been classed as primary schools, and this will be done next year in General Table III. Meanwhile Appendix IV to this report shows the manner in which they have been classified this year.

199. The following statistics show the progress of primary education during the post five years :—

SCHOOLS AND PUPILS.

Class of Institution.	1911-12.		1915-16.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Middle Vernacular schools	133	9,304	125	11,034	130	11,635
Upper Primary schools ...	1,475	74,475	1,687	88,698	1,729	91,471
Lower Primary schools ...	18,927	493,328	19,539	503,002	20,429	527,746
Recognized <i>maktabs</i> ...	1,525	40,408	1,774	45,435	1,020	25,073
Recognized Sanskrit <i>pathshalas</i>.	...	...	53	998	96	2,050
Total ...	22,060	617,515	23,178	649,167	23,404	657,980

EXPENDITURE.

—	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees, endowments and subscriptions	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12 ...	1,47,017	4,54,030	29,701	11,79,715	18,10,463
1915-16 ...	2,59,066	9,52,103	69,063	13,88,605	26,68,837
1916-17 ...	2,46,353	9,94,467	73,683	14,20,731	27,35,234

The decrease in the number of *maktabs* in 1916-17 is due to the change of classification already mentioned, for 823 of these institutions have this year been shown as primary schools. The class of schools known as Sanskrit *pathshalas*, in which, in addition to Sanskrit, the departmental syllabus in reading, writing and arithmetic is taught for two hours daily, was first recognized and made eligible for aid from public funds in the year 1915-16. It will be noticed that the increase in expenditure from local funds during the five years is very much greater than that in Provincial Revenues. This is due in large measure to the increased grants now being made to local bodies from Provincial Revenues, as to which details are given in Chapter V, though the surrender of the Public Works Cess by Government has enabled the local bodies themselves to increase their own contributions to some extent. The fall in the expenditure from Provincial Revenues during the year 1916-17 is due partly to the fact that Government Model *maktabs* were handed over to the management of local bodies during the course of the previous year, and also to the fact that the so-called one per cent grant, which was formerly spent directly from Provincial Revenues on schools in Government Estates, has been discontinued except in Angul, Sambalpur and the Kolhan. In other areas the Government Estates now pay cess to the Boards, and the loss of the one per cent grant is thus partly compensated by the larger contributions for educational purposes which the additional cess income enables the Boards to make.

200. A Committee was appointed by Government in March 1914 to examine the question of the development, improvement and organization of primary education in the Province. They recommended that the functions of local bodies should be confined to vernacular schools; that the staff of Sub-Inspectors should be increased so that there should be approximately one officer for every 66 schools, while the class of officers known as the Inspecting Pandits should be abolished; that managing committees should be formed for primary schools wherever possible; that so far as possible no teacher should be required to teach more than two classes or thirty boys; that schools should, if possible, be so placed that no boy should have to walk more than a mile to attend a lower primary school; and that, while it was desirable to increase the stipends of untrained *gurus* as far as funds permit, grants received from Government should in the first instance be used for raising the stipends of trained men to the following rates:—

- (a) For *gurus* who have passed the Vernacular Mastership Examination, Rs. 12.
- (b) For *gurus* trained on the Middle Vernacular basis, Rs. 9.
- (c) For *gurus* trained on the Upper Primary basis, Rs. 7.

This recommendation was made on the understanding that the adoption of a rate of Rs. 7 for teachers trained on the Upper Primary basis, as compared with the figure of Rs. 9 already in force, should not cause a reduction in any stipend already given, but was not accepted entirely by Government who desired the minimum of Rs. 9 to remain in force except (1) in aboriginal tracts where the teachers are themselves aboriginals and subsist partly on the profits of their cultivation, and (2) in the case of teachers trained for one year on the Upper Primary basis, should any such system of training be introduced. Government also considered that incremental salaries were better calculated to secure continued satisfactory work than higher fixed salaries. The Committee considered that the state of education in municipalities was unsatisfactory, and that education committees should be appointed where possible to advise the Commissioners as to the requirements of their schools. They desired that special measures should be taken to encourage the education of the depressed classes whether by opening special schools or otherwise. They laid down certain principles in connection with buildings for primary schools, the chief being that each teacher should have a room of 300 square feet; that the buildings should be as cheap as possible consistently with durability; and that no buildings should be erected at the public expense for stipendiary schools. They suggested that with a view to expediting the output of trained teachers a one year's course should be started for those *gurus* who have passed the Upper Primary Examination and have had at least two years' actual experience of teaching, and accepted the necessity of giving each Guru Training school a fourth *pandit* and of raising the pay of the other teachers according to the scheme which is referred to in Chapter XI. They also agreed to the proposal for an increase in the number of middle and primary scholarships on the lines referred to in Chapter II, and desired the institution of a Vernacular Final Examination at the end of the middle vernacular course. In addition they prepared a revised curriculum for use in the middle and primary classes. It will be seen that the recommendations of the Committee covered a wide ground. Those relating to the inspecting staff, the training of teachers and scholarships are referred to in the appropriate places in this report, while the following paragraphs of this chapter will show how far effect has been given to the remainder.

201. From the figures given in the second paragraph of this chapter, it will be seen that the number of middle vernacular schools has varied very little during the five years, though that of their pupils is steadily rising. The number of Government schools has fallen from 17 to 14, for the aided school at Lalganj was irregularly shown as a Government school in 1911-12 while the school at Dehri-on-Sone has been handed over to the management of the District Board and that at Mohulia in Singhbhum has become an aided Middle English school. The practising school attached to the Ranchi Training School has also become a Middle English school but in its place a Middle Vernacular school has been opened as a practising school at Muzaffarpur. The expenditure on these Government schools has risen from Rs. 10,946 to Rs. 23,065, owing to

the fact that each school has now been provided with a staff of five teachers in the new Vernacular Teachers' Service. The number of schools managed by local bodies has risen from 75 to 76, and that of aided schools from 29 to 34. Here again there have been large increases of expenditure, for the majority of the schools have now been provided with the staff required by the new standard scales. In accordance with these a managed school has a headmaster on Rs. 30, a second master on Rs. 20, two teachers on Rs. 15 and one on Rs. 10, while an aided school has a headmaster on Rs. 25, two teachers on Rs. 15 and one on Rs. 10. The number of unaided schools has declined from 12 to 6. The following extracts from the divisional reports on the subject of these schools are of interest:—

Bhagalpur.—At the close of 1916-17 there were 19 Middle Vernacular schools attended by 1,779 pupils against 22 schools attended by 1,621 pupils in 1911-12. The decline is due to the unpopularity of these schools. Commenting on the decline of Middle Vernacular schools from 7 to 6 in the Santal Parganas and the increase of Rs. 6,835 in expenditure on such schools consequent on the improvement in the pay and prospects of the teachers and strengthening of their staff, the Deputy Commissioner of the Santal Parganas remarks:—"This trying to foster Middle Vernacular schools is like an attempt to galvanize a dead horse." He does not see any future for Middle Vernacular schools except as feeders for Guru Training schools. He means of course First Grade Training schools. I fully endorse this view.

Orissa.—The number of pupils increased by 112 in Puri District, but decreased in the other three districts, the most serious loser being Balasore with 231. The cause is undoubtedly due to the exceeding unpopularity of these schools everywhere. Everywhere the cry is for Middle English schools, and there would undoubtedly be not a single Middle Vernacular school in the Division if the Department had given way to the requests of the people and permitted the elevation of all these Middle Vernacular schools into unsatisfactory Middle English schools. The total extinction of these schools in the Division appears to be only a matter of time and money.

Chota Nagpur.—These schools are not popular in advanced areas but they are doing very well in some places, e.g., in the Kolhan and in Palamau. They have two great advantages, namely, their cheapness and that thoroughness in the teaching which is seldom reached in schools where the chief consideration is to teach English. The school-leaving certificate scheme is still in an experimental stage, but is not likely to popularize the schools unless the certificate is made the passport to certain definite lines of employment: meanwhile, as a knowledge of English however slight is at present the only consideration to which any Government department or local body attaches importance, most of the boys look forward to going on to other schools as soon as possible. A certain number go to the First Grade Training schools but many go on to English schools. At the Palamau Zila school a special class exists for these students who, after a year's work at English, are generally found to be more advanced in all subjects than boys who come from Standard VI of English schools, but similar classes have not been started elsewhere. I should be very glad to see more of them, for good Middle Vernacular schools can be provided for two-thirds of the cost of good Middle English schools and the establishment of more special classes would thus open the door to higher education to many a poor boy. This applies particularly to boys from small villages: a large village may be able to support a Middle English school without making undue demands on public funds, but where the enrolment is small and this cannot be done, it may be possible to meet the cost of a Middle Vernacular school.

202. With regard to the Bhagalpur Inspector's remarks I have noticed in Chapter XI that ex-students from Middle Vernacular schools would be welcome at Guru Training schools as well as at First Grade Training schools, and that if they could be induced to join such schools the number of trained teachers would rise more rapidly than is at present the case, for they have only to undergo one year's training compared with the two years which have been found necessary in the case of teachers with lower qualifications. It would seem that there are only two ways to make Middle Vernacular schools more popular. The first is to establish more special English classes at High Schools for boys who have passed Standard VI in vernacular schools. If this is done, probably many poor pupils will go through the vernacular course owing to its cheapness, and experience shows that such students as a rule obtain a better grasp of their subjects than pupils from English schools. The other is to issue a formal certificate at the end of the Middle Vernacular course and to make this certificate the passport to certain classes of appointments. With this latter object in view a scheme for a Vernacular School-Leaving Certificate Examination is now being tried at selected schools and the first examination will be held during the current year. The scheme consists of three parts, namely, a record of progress in school, a public examination and an *in situ*

examination by the Deputy Inspector of Schools. The school record is prepared by the headmaster, who is required to submit to the Deputy Inspector three marks in each subject for each candidate from his school. These marks give, firstly, the percentage of marks obtained by the boy at all school examinations in each subject during the two years prior to the public examination; secondly, in the form of a percentage, the average mark of the class in each subject; and thirdly, the headmaster's general estimate of the boy's ability and industry, as judged from his class work in each subject. To enable the accuracy of these marks to be tested, the headmaster is required to preserve for one year all the exercise books and examination papers of the boys in Standard VI of his school and all mark registers. The papers of the public examination are to be set by the School Examination Board, though there will be separate Board of Examiners for each Division. After the marks of the public examination have been tabulated, the Deputy Inspector is to be supplied confidentially with the marks of those candidates whose marks show a discrepancy from those awarded by the headmaster, and he is to visit each school and furnish a report on these cases, after consideration of which the Inspector will announce the results. It is too early as yet to say whether the scheme is likely to prove successful, but the Inspectors report that so far no difficulty has been found in its working. It may, however, be conjectured that unless this certificate is required of candidates for such posts as writer constable, *daffadar* and postal peon, not much value will be attached to it.

203. Suggestions are not infrequently made that the teaching of English should be allowed in Middle Vernacular schools. On this subject the Patna Inspector writes:—

Under existing orders English cannot be taught in Primary schools. So great, however, is the desire for English instruction for their children on the part of parents that they make special arrangements to have them taught English privately. If the *guru* of the local school knows English he supplies the necessary instruction; otherwise they seek for it elsewhere. If English as an optional subject were introduced in all Middle Vernacular schools and in certain selected Upper Primary schools it would be greatly appreciated by the people and would, moreover, tend to diminish the congestion in High English schools.

The Chota Nagpur Inspector writes:—

To oral teaching given by a teacher who has been certified as competent by the Inspector of Schools I have no objection, but anything further would undermine the efforts which I am making to improve the Middle English schools and through them the High schools, for mispronunciation and bad idiom learnt from an incompetent teacher are hard to eradicate. What we want is more Middle English schools and more special classes at High schools for boys from Middle Vernacular schools.

It would appear to be the case that both in middle vernacular and primary schools there are a large number of pupils who desire to learn English, but that very few such schools have teachers competent to instruct in that subject. Care must be taken that when a boy first learns English he learns it from a competent teacher, and it is also generally recognized that before English teaching is begun a boy should have made a certain amount of progress in the study of his own vernacular. This being so, it would appear doubtful whether English should be encouraged in any circumstances below the Upper Primary stage, though from Standard III onwards there may be little objection to its being taught as an optional subject where the Inspector considers the teacher competent. Though the number of teachers qualified to teach English in primary schools is not large, there are undoubtedly some who are so qualified, including a number of missionary ladies and gentlemen.

204. In the last year of the quinquennium Government issued instructions that each District Board should prepare a programme for the expansion of primary education in the area under its charge, the object in view being to bring the percentage of children at school to children of school-going age up to 50 in all districts where it is now below 25, to double the percentage in districts where it is now between 25 and 40 and to raise the figure to 75 or 80 per cent in other cases. At the same time it was pointed out that strong schools were better than weak schools, and that it was not unreasonable to expect children to walk one mile to an infant school, two miles to a lower primary school and three miles to an upper primary school, or in other words

that an infant school should suffice to serve $2\frac{1}{2}$ square miles, a lower primary school 10 square miles and an upper primary school 25 square miles. In areas where the average distances which the children now have to walk are less than those mentioned a policy of concentration should be considered, while in other cases the object in view was to be the establishment of the additional schools required. The figures given in Appendix II to this report show the present mean distances between primary schools in each district and those given in Appendix III show roughly the needs of each district, the figures being calculated alternatively on the basis of area and on that of population. As regards the latter basis, the number of boys between the ages of 7 and 11 being approximately 10 per cent of the male population the maximum number of pupils for each district has been reckoned at that figure. It will be seen that in Cuttack, Balasore and Puri a large reduction in the number of primary schools could probably be effected advantageously. In the other districts, except in Patna, where the number of schools appears fairly adequate, additional schools are required and schemes should be prepared for establishing them as funds become available.

205. In the year 1912-13 when a recurring grant of Rs. 2,93,000 for primary education was received from the Government of India, the following stipends were prescribed as minima for *gurus* of different qualifications:—

	Rs.
(1) For trained <i>gurus</i>	7
(2) For <i>gurus</i> who have passed the Middle Examination ...	6
(3) For <i>gurus</i> who have passed the Upper Primary Examination.	3
(4) For others	2

The first figure was raised to Rs. 9 in the following year when a further Imperial grant of Rs. 2,19,000 was announced. Before these minima were introduced there had been a large number of teachers drawing stipends as low as eight annas a month, and it is not surprising that in such circumstances many of them were discontented and were ready to take to work, other than teaching, at the earliest opportunity. Although the grants were spent mainly on improving stipends, they had the inevitable effect of increasing the number of schools, for a number of new schools were opened by enterprising persons who hoped to obtain stipends in the near future. In this way the number of primary schools continued to rise until the year 1914-15. In the following year there was a small decline, but this has been more than balanced by the addition of 221 schools in 1916-17. It should be added here that details as to the manner in which the Imperial grants for primary education have been expended will be found in Chapter III.

206. The number of Primary schools managed by local bodies is rising steadily, the figure being now 318 against 298 in the previous year and 109 in 1911-12, in which year practically the only Board schools were those in the district of Sambalpur. Since then at least one Board school has been opened in each subdivision in the Province. These schools have certain advantages over stipendiary schools. The first is that they have greater permanency, for the teachers are District Board servants and are entitled to contribute to Provident Funds on the same terms as other employés of the Boards. The second is that such schools can be established where required, whereas a teacher in search of a stipend is not likely to start a school in a backward area where he will get little from fees, especially if the grant of a stipend is likely to be deferred, while on the other hand he may open a school next door to one already in existence and attempt to draw pupils from it. Another method of securing the permanency and proper location of schools is to place them in charge of managing committees. The General Tables do not distinguish between aided and stipendiary schools, though separate figures will be found in the supplement to this report. The district reports, however, all state that except in the case of such agencies as the Missions or Railway Companies managing committees for primary schools seldom exist except in name. This may be due to the fact that such committees at present have little power

If, as is suggested later in this chapter, they were entrusted with the construction and management of school buildings, their apathy would perhaps disappear.

207. As soon as one starts to analyse figures relating to primary schools it becomes clear that the divisional tables supplied by Inspectors are of little value. For one thing some of the divisions are by no means homogeneous in regard to educational progress. In Orissa the figures for the advanced districts of Cuttack, Balasore, Angul and Puri conceal the fact that Sambalpur is much more backward. Similarly Purnea is less advanced than the other districts in the Bhagalpur Division and Champaran than the other districts in Tirhut. Again it may happen that during the course of a year the number of schools in one district of a Division may rise largely and that in another decline to the same extent, but such fluctuations would not affect the divisional tables. Accordingly it has been found necessary to obtain district figures for primary schools, and certain new tables have been prescribed which will be found printed in the supplement to this report, though some of the figures have been received too late to enable them to be considered during the preparation of this chapter. It may also be remarked that the majority of the quinquennial reports received from Inspectors and District Boards only compare the figures for 31st March 1917 with those for 31st March 1912 and take no account of the very considerable and interesting fluctuations which have occurred in the interim. This fact greatly reduces the value of some of these reports. Without district figures and the figures for the year 1915-16 as well as those for 1911-12 and 1916-17 it would not be possible to give an accurate picture of the progress of primary education, and I have therefore had the following table compiled :—

Name of District.	Boys' Primary schools including recognized <i>maktabs</i> and Sanskrit <i>pathshalas</i> .			Boys attending Primary schools, recognized <i>maktabs</i> and Sanskrit <i>pathshalas</i> , whether for boys or for girls.		
	1911-12.	1915-16.	1916-17.	1911-12.	1915-16.	1916-17.
1	2	3	4	5	6	7
Patna	1,236	1,291	1,284	34,005	34,936	34,959
Gaya	1,330	1,496	1,537	41,258	40,203	41,083
Shahabad	910	992	959	26,032	29,648	28,737
Saran	747	1,015	1,088	22,223	29,969	31,830
Champaran	754	842	810	16,615	19,872	19,813
Muzaffarpur... ..	1,275	1,264	1,239	36,350	33,817	33,857
Darbhanga	1,601	1,478	1,438	55,207	44,724	45,929
Monghyr	1,111	1,291	1,345	28,188	32,250	32,255
Bhagalpur	948	1,014	1,096	23,829	25,431	28,418
Purnea	897	959	990	22,362	22,541	24,406
Santal Parganas	954	974	992	24,612	27,781	29,139
Cuttack	3,288	3,305	3,235	61,986	70,415	70,120
Balasore	1,897	1,650	1,666	35,394	36,553	37,869
Puri	1,483	1,397	1,531	22,374	27,726	28,724
Sambalpur	252	232	232	16,779	13,105	12,467
Angul	242	230	229	8,223	7,725	7,890
Hazaribagh	507	660	663	13,650	16,270	16,568
Ranchi	960	1,268	1,142	24,020	29,908	26,388
Palamau	397	353	380	7,935	8,270	8,851
Manbhum	785	967	1,036	26,236	28,098	28,860
Singhbhum	353	375	382	11,720	11,033	10,948
Total	21,927	23,053	23,274	558,998	589,675	599,111

208. It will be seen that the only areas in which there has been steady rise in the number of schools and pupils are the Bhagalpur Division and the districts of Saran, Puri, Hazaribagh and Manbhum. The number of pupils is

also rising steadily in the districts of Patna, Balasore and Palamau, though the first of these districts shows a fall of seven schools in 1916-17 while in the other two there was a fall during the first four years of the quinquennium. The rise of 2,475 pupils in five years in Balasore, in spite of the abolition of 231 schools, shows that a policy of concentration has been applied in that district successfully. It remains to examine the cases of the other ten districts, in each of which primary education does not appear to be making continuous progress. In Gaya it will be seen that the number of schools has risen considerably, but that there was a fall in the number of pupils during the first four years of the quinquennium which an addition of 880 to the roll number in 1916-17 has not quite effaced. In this case the decrease is attributed to severe attacks of plague in the years 1912-13 and 1913-14. In Shahabad, Champaran and Ranchi, though the figures for 1916-17 are ahead of those for 1911-12, there has been a set back during the past year. This is attributed by the Inspectors mainly to inadequacy of funds. The Deputy Inspector of Ranchi writes :—

We have gained by 2 schools and 102 pupils in the Upper Primary schools, but the results in the Lower Primary schools are very unfavourable. I am sorry to record that here we find ourselves confronted with a loss of 129 schools and 3,597 pupils. This, however, is due to a large extent to the fall in the number of unaided schools. Among the stipendiary schools we lose by 65 schools and 2,025 pupils. This is due to the shortage of funds caused by the complete stoppage of further grants from Government on the one hand, and the natural increase of expenditure on the other, caused by the yearly rise in the number of trained teachers and also in that of the Upper Primary schools. The war is also responsible for this result in another way. It has made terrible encroachments upon the purse of the poor man. It has very much increased the cost of living : even the poor man's salt has doubled in cost. He is therefore in many cases unable to make the usual contributions towards the maintenance of the village *guru*. The poor *guru*, on the other hand, has to earn a living for himself and his family. His stipend is small and the villagers do not pay him : he is therefore compelled to close the school and try his luck elsewhere.

The policy of fixing minimum stipends for *gurus* of different qualifications introduced in the year 1912-13 has many advantages, but it also leads to difficulties in districts where the number of trained teachers is increasing while the funds at the disposal of the Boards are already being fully spent. As already noticed, a trained teacher receives a stipend of not less than Rs 9 a month while he may have received not more than Rs. 2 before he was deputed for training. Those Boards, therefore, which are already spending the whole of the sum at their disposal, are in a difficult position, for either they must neglect the rule that a trained teacher should be paid not less than Rs. 9 or they must reduce the number of stipends. Where the latter alternative has been adopted, there has necessarily been a fall in the number of schools. Further, as already mentioned, when the new rates of stipends were sanctioned a large number of venture schools were started by teachers who hoped that their schools would soon come on to the stipendiary list, but these schools are tending to disappear in districts where it is found that the Boards, so far from being able to aid additional schools, can scarcely continue to aid all those already on their list. Fortunately the new Imperial recurring grant of 3½ lakhs of rupees will enable assignments to be made to those Boards which are in difficulties. As a result the number of schools is certain to rise again within the next two years in the districts affected, but as the number of trained teachers continues to increase there will again be a period of difficulty when the funds to be distributed have been fully utilized, and one must hope for further subventions if progress is to be continuous and uniform. In Muzaffarpur and Darbhanga the number of schools shows a continuous decline, but the number of pupils has risen during the past year. In these two cases also the decline is attributed to shortage of funds due to the causes already mentioned. Thus the Deputy Inspector of Muzaffarpur writes :—

The decrease in the number of Lower Primary schools and scholars is due partly to the raising of the status of a few successful Lower Primary schools to the Upper Primary standard, which attracted boys from neighbouring schools conducted by weak teachers, resulting in the abolition of the latter, and partly to the abolition of schools caused by withdrawal of stipends from schools under untrained teachers whenever any vacancy occurred owing to death or removal of the old teachers, in order to find money to give larger rates of stipends to trained teachers (including those who returned from Guru Training Schools) whose number increased from 151 in 1911-12 to 273 in 1915-16 and to 324 in 1916-17. The allotment for

stipends was spent in full and there was not sufficient money to aid the untrained schools, which numbered 213 against 193 in 1911-12. The general clamour of the teachers of the unaided schools, who could not get stipends from the District Fund, discourages others from starting new schools. The expansion of Primary Education is a question of funds and the efforts of the departmental officers in this connection can be successful only if they have funds to meet the increasing demands. It will not be out of place to mention here that the decline was feared in the middle of last year when I approached the Chairman of the District Board and represented to him that unless larger funds were given by the District Board it was not possible to maintain even the then existing state of education. The Chairman was after much consideration pleased to give an additional sum of Rs. 13,000 over and above the minimum fixed by Government for 1917-18, but no additional sum could be given for 1916-17. Even with this increase, it will be possible to finance only the present number of stipendiary schools, giving the sanctioned rates of stipend to those who returned in 1916-17, and will return in 1917-18, from Guru Training Schools. Any substantial increase in the number of schools will be possible only if further additional sums be given by the District Board or by Government.

In Cuttack the number of schools has fallen by 70 during 1916-17, but is still almost twice as great as that in any other district in the Province. Here there has been a rise of 8,134 in the number of pupils during the five years and the small decline of 295 during the past year does not, I think, show that the policy of concentration has been applied too vigorously. It is natural that when schools are closed some little time should elapse before the pupils join other schools and a fall of four pupils for each school closed is certainly not large. In Sambalpur there was a decrease of 48 schools with 2,597 pupils in the year 1913-14 owing to a reduction of the grant made by the District Council. Since then the number of schools has risen again but the number of pupils has declined steadily. The Inspector attributes this partly to the fact that when the district formed part of the Central Provinces more pressure was put upon the parents to send their children to school than is now the case, and partly to a dislike of the system of stipendiary schools, under which the *guru* depends for his food upon the villagers. He considers that in this district only Board schools are likely to be successful. In Angul the decrease in the number of schools is due to the abolition of unsuccessful night schools in the Khondmals Subdivision, while the decrease in the number of pupils during the first four years of the quinquennium is attributed to the same cause and also to the removal of the names of habitual absentees from the rolls and to the scarcity which prevailed in that district in 1915-16. In Singhbhum the fall in the number of pupils, in spite of a small increase in the number of schools, has plainly been due to the scarcity which has prevailed in that district during the past three years.

209. The average direct expenditure on a primary school has risen during the five years from Rs. 78-11-3 to Rs. 111-10-1 and the average cost of educating a pupil in a primary school from Rs. 3-0-9 to Rs. 4-4-2. The direct expenditure apart from teachers' salaries probably does not exceed on an average Rs. 5 a year at each school and since the total expenditure is Rs. 24,73,543, the number of schools 22,158 and the number of teachers approximately 25,295, the average emoluments of a teacher may be put at Rs. 93-6-6 a year. Calculated on the same principle, the average annual emoluments of a teacher in a managed primary school may be taken as Rs. 167-3-4, in an aided or stipendiary school Rs. 105-8-10, and in an unaided school Rs. 43-2-7. The highest salaries ordinarily paid are Rs. 15 to the head teachers of Board schools and the lowest Rs. 2 to stipendiary teachers with Lower Primary or still humbler qualifications. In this connection the following extract from the Angul report is of interest:—

During the quinquennium one interesting change has been effected in the payment of primary school fees by the tenants. It was found that these payments were made most irregularly and for months the teachers would frequently draw nothing. After consulting headmen and tenants at the District Agricultural meetings, where other matters of interest are also discussed, the headmen and tenants agreed that it would be better and fairer to all concerned if a subscription of one anna in the rupee rental payable by each be realized with the rent by each Sarbarakar, certain poor persons and *chasas* being exempted and a maximum being fixed for individual payments. This was therefore arranged. The money is collected by the Sarbarakar and made over to the President who keeps an account and pays the teachers monthly. The collections and payments of teachers are merely supervised by Government officers, but no money passes through their hands. The result has been very satisfactory and we have few complaints from teachers of non-payment of their fees.

210. That the stipends now paid are none too liberal is evidenced by the following extract from the Palamau report :—

The figures quoted show the improvement effected during the last quinquennium in the salaries of teachers of primary schools. Marked though the improvement is, it is not sufficient yet. It can just enable a qualified teacher, serving in a village not his home, to have two meals a day for himself, and it does not leave any margin either towards the maintenance of his family or to provide against a rainy day.

211. In addition to the receipts which they get for school work a certain number of teachers, mainly in primary schools, are paid small sums for the performance of postal duties. The number of such teachers declined during the five years from 223 to 199. The sums paid by the Post Office vary from Rs. 3 to Rs. 10 a month. The postal work undoubtedly interferes to a certain extent with the teacher's other duties, but the system is a convenience to the public and is useful as affording a method by which the *guru* can supplement the small income which he derives from his school work. Care should, however, be taken, wherever possible, that the Post Office should not be open during school hours.

212. A number of teachers also add to the incomes which they receive from day school work by conducting night schools. Such schools, however, are seldom successful unless they are managed by enthusiastic committees or are under the immediate supervision of inspecting officers. Owing to the abolition of irregular and unsatisfactory schools the number of such institutions has declined during the five years from 476 to 259.

213. In accordance with precedent all pupils in the First Year Infant Class are returned in General Table V as "not reading printed books". This description is scarcely accurate, for in this class spelling books and alphabet books are very generally used, but the figures are of value as showing how large a proportion of the pupils appears never to get beyond this class. There are now 605,204 boys in the primary stage, of whom 47·2 per cent are in the First Year Infant class, 46·2 per cent in the next three classes and only 6·6 per cent in the Upper Primary stage. As noticed in the Government Resolution reviewing last year's report these figures suggest that about half the boys who attend school go no further than the Infant classes and therefore receive no real education. In such circumstances it is not surprising that parents are ready on the smallest pretext to remove their children from schools at which they derive no apparent benefit, and this fact no doubt affects the figures for the progress of primary education. The matter attracted the attention of the Primary Education Committee who considered that the remedy was to secure that no teacher taught more than 30 pupils or two classes. At present it is usual for a lower primary school with four classes to have only one teacher, and it being practically a physical impossibility to teach four classes at the same time, the result has usually been that the Infant classes have suffered. The correct solution of the problem is no doubt to appoint a second teacher for each lower primary school, but so long as financial reasons render this impracticable other steps will be necessary and accordingly efforts have been made during the past three years to secure that the teacher shall teach first two classes and then the other two, instead of attempting to teach all four at the same time. In some places this plan has proved successful; in others the Sub-Inspectors appear to have considered it an essential part of the scheme that two separate school meetings should be held, one in the morning and one in the afternoon, and many *gurus* resented this innovation, but where it has been explained that two classes might meet say, from 11 to 1-30, and the other two from 1-30 to 4, this difficulty has disappeared. Another class of objection is that of parents who wish to have their children off their hands for the whole day and do not like them to come home after a short period, while there are others again who fear to send infants to school except in the company of their larger brothers. To meet these cases it has been agreed that the pupils of all four classes may come to school together and remain there throughout the school day, but that two classes only should be taught at once and the other two should be allowed to play outside the school or should be given some occupation to keep them quiet. It is to be feared, however, that there is a danger, where this arrangement is necessary, of a relapse to the old state of affairs. In the districts of Cuttack, Puri and Balasore the system of taking the classes in pairs does not appear

to have made much progress owing to a peculiar custom which prevails there of dividing the school day into three periods. The Inspector writes as follows :—

The pupils of Middle and some Upper Primary schools in the coast districts arrive at about 11 o'clock after their meal at home and return home at about 5 p.m., but in all Lower Primary schools and in some of the Upper Primary schools they come early in the morning and go home for their meal after an hour or two, returning to school in about half an hour and again returning home after an hour or two. They again come to school after an hour or two hours' interval, and go home at dusk. This three period system of attendance appears to be peculiar to Orissa, and materially affects the distance walked daily to school by each pupil. It chiefly applies to the smaller children, and unless it can be found possible to stop it would imply that Infant and Lower Primary schools should not be more than a mile apart.

It would appear that it would be well to put an end to this system.

214. The problem of providing buildings for Primary Schools is one of great difficulty. Some people advocate buildings of a more or less permanent nature which, while expensive at the outset, are comparatively cheap to maintain ; others favour simpler structures with walls of mud ; a third possibility is a type of school with dwarf walls, the opening between the walls and the roof being filled by some kind of shutter which can be closed when necessary. Each of these types has its advantages and drawbacks. A type plan for a school of the first class was circulated in the year 1912. It provided for two rooms of 18' x 24' and 18' x 12', respectively, with a verandah on the southern side. The foundation, plinth and superstructure were to be of brick-in-clay, while the interior was to be plastered with mud and the exterior with lime. The floor was to be of bricks set in clay and the roof was to be of *nurria* tiles over a bamboo frame or of corrugated iron. A ridge ventilator was to be provided. The cost was estimated at Rs. 913 where *nurria* tiles were used and at Rs. 1,310 where the roof was made of corrugated iron. Objections have been raised to this plan in several quarters, especially to the nature of the roof, the width of the rooms and the employment of burnt bricks, which are not always available in rural areas. It is a common experience that a ridge ventilator unless very carefully constructed will leak, while except in the larger villages it is seldom possible to find workmen who are accustomed to erecting buildings eighteen feet wide. Moreover, where the span is so wide the cost of the timber required for the roof is high. One District Officer describes the buildings erected on this plan as both unpleasing in appearance and inordinately expensive, and in view of the defects noted the plan has been modified in many districts. In Singhbhum the floor is built of gravel or concrete, while stone instead of brick is used for the walls and thatch instead of tiles for the roof. In this district and in the Santal Parganas a verandah is built at the back of the building as well as in front of it, both to make the rooms cooler and to prevent the walls from being damaged by rain, while in the Santal Parganas the ridge ventilator has been omitted and instead openings for ventilation have been provided at the top of the walls. Plans for buildings with *kutchha* walls and thatched roofs have been prepared by the District Board of Cuttack. A building of this class with two rooms of 25' x 12' and 15' x 12', respectively, costs Rs. 706, while if only one room of 25' x 12' is built the cost is Rs. 485. In this district the buildings are erected by the school authorities under the supervision of the District Engineer, but in most districts it appears to be the practice for the District Engineer to select the contractor and for the work to be carried out entirely under his supervision. In the Santal Parganas, however, the Subdivisional Officers are the agents employed. A type plan for a building with dwarf walls and two rooms each of 20' x 15' was circulated in 1915 but does not appear to be very widely used, the difficulty being to prevent white-ants from destroying the shutters, whether the latter are made of bamboo mat or, as in Singhbhum, of light timber, and also in Bihar to keep out the dust in the hot weather. This type of building, however, is airy and cheap and might perhaps be more freely employed ; the shutters might, if necessary, be omitted and the roof might be made to project so far as to keep out all ordinary showers, while the western wall might be built up to the roof to keep out the dust. At the same time it is clear that there is no type of building which would be

suitable for the whole Province. Not only do the materials available vary in different districts, but climatic conditions also affect the case; thus a corrugated iron roof, though suitable in a damp climate like that of Purnea, would be most unpleasantly hot in the rest of Bihar. Again within the limits of one district different plans may be required. A *kutchapucca* building, such as that described at the beginning of this paragraph, needs expert supervision for its construction and this implies considerable expense; but in some places at least, and especially in the smaller villages, it is possible to find school committees which, though they do not contain building experts, yet have sufficient knowledge and energy to erect and maintain buildings of a simple type. Where such committees can be found the cost is greatly reduced, and I should be glad to see experiments in this direction more widely tried. The buildings will in most cases have to have mud walls and it will probably not be possible to construct rooms more than 15 feet in width, but so long as adequate window-space is provided or dwarf walls are used this does not seem to me a great disadvantage. At the same time where an agency of this kind is employed it is necessary to secure that it shall continue responsible for the maintenance of the buildings, for once a *kutchapucca* building is allowed to get into a bad state of repair it quickly collapses altogether. There are, I believe, many villages where the local people would be willing to maintain a *kutchapucca* building in repair if paid an annual sum of, say, Rs. 20; in others, however, no committee can be found with a sufficient interest in the school to look after its buildings, while, as noticed by the Primary Education Committee, it is seldom satisfactory to entrust the *guru* himself with money for the repair of his school house. In such cases if a building is to be erected at all the work must be done by the District Board Engineering staff, but it may fairly be argued that where a village community does not take sufficient interest in its school to look after the building it has little claim to a capital grant from public funds. In the larger villages and towns, however, where there are a number of schools and the population is drawn from many different classes of society, a system of cheap school houses built by a common effort would probably be unsuitable and in such places it is likely to be necessary to resort to *kutchapucca* buildings erected under expert supervision.

215. The remarks made in the previous paragraph apply mainly to primary schools. Middle Vernacular schools are, as a rule, found only in the larger villages and as in them the number of teachers and pupils is larger more elaborate buildings are required. In such cases, therefore, expert supervision will be the normal requirement. As mentioned in Chapter IX a type plan for a middle school with a terraced roof has been prepared and circulated, but there are simpler types in use which may fairly be considered suitable, though the annual cost of maintenance is probably higher. Thus the Hazaribagh District Board have constructed three buildings for Middle Vernacular schools on a plan which provides six rooms of 16' x 20', the roof being of *nurria* tiles and the cost Rs. 4,698 or some Rs. 2,000 less than that of buildings on the type plan. The Palamau District Board at a slightly smaller cost have erected two buildings with five rooms each 18 feet wide, three of the rooms being 16 feet long, one 24 feet and one 12 feet. The Champaran District Board have a plan which provides six rooms each 12 feet wide, the length of two rooms being 10 feet, of two 15 feet and of two 17'-3". These rooms would, however, appear somewhat too small.

216. The District Officer of Gaya writes as follows on the subject of the cost of buildings for primary schools:—

The provision of suitable buildings for primary schools is a pressing need, but is clearly a difficult financial problem. The District requires 1,210 more school buildings for the existing schools only. As less than one-third of the boys of school-going age and less than one-twentieth of the girls of the district are now being educated, it is evident that a great deal more accommodation will be ultimately required. Even to provide for 50 per cent of the children of school-going age we shall want about 5,000 schools. Some schools with brick walls and thatched roofs have been built in the past two years under the supervision of special Sub-Overseers at a cost of Rs. 700 per school to accommodate 30 pupils. I am not at all satisfied with these, which have been badly constructed and seem likely to be expensive to maintain. To accommodate another 120,000 pupils as well as some 45,000 pupils still inadequately accommodated, would, at the rate of Rs. 700 per 30 pupils, cost

about Rs. 38,50,000, a sum which it is altogether out of the sphere of practical finance to provide. I consider the proper policy is to build schools with mud walls only, and believe that this could be done for Rs. 100 to Rs. 150 for each school giving accommodation for 30 pupils allowing 10 square feet per pupil. The repairs would not cost more than Rs. 5 per annum. The contract for the building and repairs might well be given to the *guru* himself. The boys themselves do not live in better houses, and it is not necessary to provide brick wall school houses for them.

It may be added that a non-recurring grant of Rs. 10½ lakhs for elementary schools was received from the Government of India in 1912-13. It will be seen from Chapter III that some 3¼ lakhs out of this grant are still in hand, while, of the sums spent, more than 4½ lakhs were devoted to improving the buildings of Guru Training Schools.

217. Early in the period under review a considerable sum of money was spent on providing benches for primary schools. The Primary Education Committee, however, considered that the use of benches without desks was not desirable as it was likely to lead to stooping. As a result the use of mats has been encouraged, while in some places the benches already supplied have been cut down so as to form low desks on which the pupils rest their books while sitting on mats on the ground. The majority of primary schools are now provided with blackboards and most of the Upper Primary schools have the necessary maps.

218. The curriculum prepared by the Primary Education Committee is to be introduced in the year 1918, and it is therefore too early to express an opinion as to its merits.

219. Mention is made in Chapter V of the revised system of aiding schools in municipalities. Formerly grants were made directly to the schools from Provincial Revenues, but now the money is paid to the municipalities who distribute it at their discretion, while an educational officer has been made a member of each municipal board. As a result many municipalities are now taking more interest in their schools and in Patna and Ranchi comprehensive schemes for the reorganization of primary education have been prepared. At Patna a capital grant of Rs. 45,500 has been given by Government for the purpose.

220. The average annual fee paid by a pupil of a primary school amounts to Re. 1-9-3 as against Re. 1-8-1 in 1911-12. The increase is somewhat surprising owing to the fact that at the beginning of the period under review a rule was made that at least 10 per cent of the pupils in every primary school must be permitted to read free. This being the case the increase is apparently due to the rise in the number of pupils in the upper primary classes, in which fees are more generally paid than is the case in the lower primary or infant sections. In 1911-12 only 4.6 per cent of the pupils in the primary stage were in the upper primary classes, while the percentage has now risen to 6.6.

221. The following extract from the Chota Nagpur report deserves serious consideration by the District Boards :—

One great trouble from which all our primary schools suffer is delay in the payment of their bills, and this difficulty is getting more acute as the number of Board school teachers, to whom monthly payments should be made, increases. There is not, I imagine, any other department of the public service in which it is quite usual for the employés to get their pay three or even six months after it is due, and I think that the Boards should be asked seriously to consider how far their clerical staffs are adequate to cope with the increasing work under this head.

Though the matter is not alluded to in the other reports it is one which has been brought to my notice on several occasions and various remedies have been suggested, though they do not appear to have been successful as yet.

222. The Deputy Inspector of Ranchi sums up the progress made during the five years as follows :—

The quinquennium under review has been very remarkable in the improvements made in the status and the general condition of the primary schools. They are now better housed, better furnished, and better served by a class of *gurus* who are not so discontented with their work as their predecessors. The old and petty rates of stipends have almost entirely disappeared. Trained *gurus* have taken the places of the untrained men in many cases, but much still remains to be achieved in this connection.

Gradually people also are beginning to realize the importance and benefits of primary education. They are now feeling the want of the same in their own cases and wish to make their children free from the same. The advent of trained men in their midst has also made them understand the advantages of having a good teacher in their village school. The share that is given to them in the management of the schools has served to encourage them still further. They know that the schools are their own and exist for their own benefit. Cases of villagers concealing the faults and neglects of the *gurus* by making false statements before us are becoming rarer and rarer every day. We feel that we can now rely to some extent upon them for exercising a certain standard of control over the work of the *gurus* and the Head villager is usually consulted before the drawing of the quarterly stipends of these men.

All these things have made a remarkable change in the attitude of the village people towards the primary schools. They realize that to keep a good *guru* in their school they must pay him fees and *siddha* (food allowance). Fees are now to a large extent paid regularly in our village schools, but *siddha* is paid in selected areas only. The growth of this healthy improvement has, however, received a sudden check by the unhappy war, but this is temporary and will disappear with the return of peaceful times.

These changes have produced their natural results upon our primary schools. Their very tone has improved. Good, or at least moderately satisfactory, work is now being done in most of them and the strange and unhealthy sight of a boy remaining in the 1st year or 2nd year Infant class for 6 and 7 years continually or even for three or four years is becoming rarer and rarer every day.

The picture is an encouraging one, and I venture to think that it is not unduly optimistic, though much still remains to be done.

223. It remains to give an estimate of the total number of pupils receiving some form or other of primary education, whether in boys' schools or in girls' schools. This is given below:—

Serial No.	Class of Institutions.	1911-12.		1916-17.	
		Males.	Females.	Males.	Females.
1	2	3	4	5	6
1	In Secondary schools	27,737	1,269	20,777	2,020
2	In Primary schools (including recognized <i>maktabs</i> and Sanskrit <i>pathshalas</i>).	558,995	83,885	599,111	105,772
3	In Technical and Industrial schools	407	291	397	338
4	In the Reformatory School	461	...	459	...
5	In Miscellaneous schools	43	77	49	37
6	In Elementary schools teaching a vernacular only or mainly.	24,586	1,148	25,696	1,413
7	In elementary schools teaching the Koran	3,079	440	2,481	278
8	In other schools not conforming to departmental standards.	884	132	2,456	72
	Total	616,192	87,242	661,426	109,930

CHAPTER XI.

The Training of Masters.

224. The Patna Training College having been dealt with in Chapter VIII, the institutions which fall within the scope of this chapter are the First Grade Training Schools, which train vernacular teachers for High and Middle Schools

and the elementary Training Schools for *gurus* and Muhammadan teachers in primary schools. During the period under review the number of the former rose from four to five owing to the opening of a school at Bhagalpur in 1913. In 1911-12 there was a so-called Third Grade Training School at Daltonganj but in 1913 this was converted into a Training School for *gurus*, while two Guru Training Schools in the Patna Division and one in Tirhut were converted into schools for training Muhammadan teachers. The number of Government schools for *gurus* thus fell from 106 to 104. The number of schools for Muhammadan teachers rose by two in the Patna Division and one in the Tirhut Division as already mentioned, while two new schools were opened in Bhagalpur making the total 12 against 7. The opening of further such schools at Daltonganj, Samastipur and Bhadrak is under consideration. In 1911-12 there was one aided Guru Training School in the Santal Parganas but this has since ceased to exist, while three new schools have been opened in the Ranchi District for training aboriginal teachers. In this way the total number of schools for training teachers for primary schools has risen by five while one Third Grade Training School has disappeared. The number of pupils in First Grade Training Schools has risen from 277 to 372 and in Training Schools of lower status from 1,704 to 1,854, the figures for 1916-17 being practically identical with those for the previous year. It should be noticed that there was an error in the figures for 1911-12, the First Grade Training School in the Orissa Division having been taken into account twice, first in its proper place and secondly as a Guru Training School. The cost of the Training Schools in the Province rose during the five years from Rs. 1,87,852 to Rs. 2,55,664, of which sum Rs. 2,41,956 against Rs. 1,77,432 was met from provincial revenues. The average cost of training a master in a First Grade Training School in 1916-17 was Rs. 201-11-6 and in a Training School for *gurus* or Muhammadan teachers Rs. 99-6-8. In addition the average cost of the boarders in First Grade Training Schools, taking into account charges for superintendence, medical attendance, rates, taxes and contingencies was Rs. 30 a year, but at Guru Training Schools there was practically no expenditure under these heads.

225. The First Grade Training Schools were thoroughly overhauled in 1913. It was decided that there should be one school at the headquarters of each Division and in consequence a new school was opened at Bhagalpur while arrangements were made to transfer the school at Motihari to Muzaffarpur. Each school was to be adapted to admit 25 teachers annually or 75 in all, since the course lasts for three years. The staff of each school was to consist of a headmaster in the Provincial Service ; an assistant headmaster, an assistant master and a drawing master in the Subordinate Service ; a pandit, a maulavi and a drill master on special rates of pay, and a clerk. At the same time each school was to have as its Practising School a Middle Vernacular school with five pandits on special rates of pay and the students under training were each to receive stipends of Rs. 6 a month. Subsequently the posts of the pandits, maulavis and drill masters as well as those of the teachers in the practising schools were included in the Vernacular Teachers' Service. These changes have added considerably to the cost of the schools especially in the cases of Ranchi and Muzaffarpur. These schools previously had ill-paid staffs, while when the latter was raised to the First Grade in 1912 the cost of the stipends was paid not by Government but by the District Boards of the Tirhut Division.

226. The result of the changes sanctioned in 1913 has been to raise the output of the schools considerably, the number of successful school candidates in 1916-17 having been 103 against 61 in 1911-12. The staff at each school appears to be adequate for its work. No special teachers have been appointed for hygiene and music, two subjects which are included in the three-year course for Training Schools introduced in the year 1911. As regards hygiene it is proposed to take action on the lines indicated in Chapter XXI. Meanwhile it has been suggested that the Training School course needs revision in some particulars in the light of the experience of the past six years and it is intended to appoint a departmental committee shortly to go into the subject. Until their report is received the question of teaching music may well be kept in abeyance.

227. There is one point in which the scheme of 1913 has proved defective, namely in providing as practising schools only schools of the Middle Vernacular status. These schools are seldom well attended in towns and it has already been found necessary to raise the schools at Ranchi and Cuttack to the Middle English status. The other practising schools are very small, the roll number being 48 at Patna, 55 at Muzaffarpur and 68 at Bhagalpur. These numbers are not sufficient to provide students under training with adequate experience of the difficulties of maintaining discipline and of managing large classes, and the question of raising the status of the schools is under consideration.

228. The demand for admission to the First Grade Training Schools is very great and an entrance examination is held annually at each school at which a large number of candidates have to be rejected. The Bhagalpur Inspector writes as follows :—

The entrance to this institution is hotly contested every year as the number of applicants for admission is overwhelmingly large. Each class can take 25 pupils only and the school can have 75 pupils only, while the average number of candidates seeking admission in the 3 years the school has existed was 250. To turn away 90 per cent. of the candidates eager to qualify themselves for the work of teaching and to debar them from holding teacherships, because they have not qualified themselves, is an evil by far greater than the one such limitation to admission is designed to cure. Expediency requires that educational policy be influenced not only by the theoretical consideration of efficient training but to some extent by the actual needs of the day.

The point to be considered, however, is not so much how many candidates apply for admission as how many passed students are likely to find employment. There are in the Province 100 High Schools, 226 Middle English Schools and 130 Middle Vernacular Schools for boys, while the number of vernacular teachers employed in such schools is 2,015. Of these teachers, however, many are Bengali pandits, for Bengali is taught alone or in addition to Hindi or Oriya in 60 High, 40 Middle English and 10 Middle Vernacular Schools. If we put the number of Bengali pandits as low as three for each school in which Bengali is taught it will be seen that the present training schools, in none of which Bengali is taught, have to fill the vacancies in a staff of some 1,700 teachers. Allowance must also be made for the opening of new schools, which during the past five years has proceeded at the rate of two High Schools and 8 Middle English Schools per annum, the number of Middle Vernacular Schools having decreased by three during the same period. Thus allowing on an average four teachers for each school, some 40 teachers will be required annually for new posts, and as 125 teachers are trained every year this leaves 85 for replacements. This figure is probably more or less adequate at present to meet the normal wastage. It should be added that the question of opening a Bengali section of the Ranchi Training School is under consideration. As regards the rejected candidates whom the Inspector represents as eager to qualify for the work of teaching, it is to be noticed that they would be welcomed in the Guru Training Schools where they would be required to undergo only a year's training, as they have presumably passed the Middle Vernacular Standard, but very few of them can be induced to go there, and the efforts of the Guru Training Schools are consequently expended largely on training teachers who have passed the Lower Primary Standard only.

229. The buildings of the different schools have been greatly improved during the five years. At Patna and Muzaffarpur entirely new sets of school and hostel buildings have been constructed, while at Bhagalpur the old Jail building has been used with the necessary additions and alterations. At Cuttack a new hostel has been built, while at Ranchi the school and hostel have been moved from rented buildings to those formerly occupied by the Zila School. The latter however do not afford quite sufficient accommodation and the site of the hostel is not satisfactory. The school building at Cuttack also needs improvements.

230. The examinations of these schools were formerly conducted by the Inspectors of the Patna and Orissa Divisions but in 1913 a School Examination Board was constituted for their management as well as for the control of the examinations of Training Schools and classes of lower grade. The Board consists of the Principal of the Patna Training College; the Inspectress of

Schools at Bankipore ; the Inspector of Schools, Patna Division; the Lady Principal of the Badshah Nawab Razvi Training College ; four Inspecting officers not below the rank of Deputy Inspectors, one a Hindi scholar, one a Bengali scholar, one an Urdu scholar and one an Oriya scholar nominated by the Director, and the Headmaster of the Patna Collegiate School as *ex-officio* Secretary. The establishment of this Board has standardized the examinations throughout the Province and has thereby helped undoubtedly to improve the quality of the work done in Guru Training Schools, but whether it has had much effect on the First Grade Training Schools, which have always been more or less efficient, is open to doubt. More care however is certainly taken over the examinations now that fixed scales of remuneration have been sanctioned for setting and marking papers. The amounts paid for setting a paper are Rs. 8 for the Second Departmental Examination and Senior Teachers' Certificate Examination for women, Rs. 5 for the First Departmental Examination and Junior Teacher's Certificate Examination for women, Rs. 4 for the Guru Training School Final Examination and Middle Scholarship Examination, and Rs. 3 for the Guru Training School First year and Upper Primary Scholarship Examination, while for marking papers the amounts are As. 6, As. 4, As. 3 and As. 2, respectively.

231. In addition to vernacular teachers arrangements have been made for training annually in each of the First Grade Training Schools five Matriculate or non-Matriculate teachers of English. These teachers remain one year under training and study the Third Year course. Some of those sent appear unable to keep pace with the work but speaking generally the scheme appears to be useful. As time goes on it is to be hoped that it will be unnecessary to employ Matriculates as teachers of English, in which case all English teachers will be eligible for training at the Patna Training College, but there can be little doubt that teachers who have not passed the Intermediate Examination would be unable to follow the course of the Training College and are therefore more likely to profit by being trained on a vernacular basis.

232. The total number of trained teachers in Primary Schools in the Province rose during the five years from 3,070 to 5,770, or at the rate of 540 a year. In the same period the number of successful candidates at the Guru Training School Examinations averaged 698. The Inspector of the Patna Division has collected figures which show that in his division 660 *gurus* passed through the Training schools during the past five years while the number of trained *gurus* has risen by 559. His inference that approximately 100 *gurus* trained at Government expense have taken to occupations other than teaching cannot hold good, for a certain number of trained *gurus* who were in service five years ago must by this time have died or retired, but it is no doubt true that a certain number of trained teachers do not take up teaching work. It is however safe to say that the proportion which such men bear to the whole has greatly diminished since the system of establishing a minimum wage of Rs. 9 for trained teachers has been introduced. Before this was done a trained *guru* frequently received a much smaller stipend when actually employed than that which he had drawn when under training.

233. The fixing of the minimum stipend has not only had the effect of diminishing wastage but it has also made *gurus* more ready to come forward for training and there is now little difficulty in filling the Guru Training Schools. Another item which has contributed to their popularity has been a great improvement in their buildings. The sum spent on this account during the five years has been no less than Rs. 5,63,693 and all the schools have now been provided with buildings of the standard type except one in the Santal Parganas which is managed for Government by the C. M. S. Mission and one at Panjipara in the district of Purnea. It may be noticed that at the end of the previous quinquennium none of the hostel buildings had been provided with kitchens but now this want has been removed in every case. In 1914 a special grant of Rs. 200 was made to each school for the purchase of furniture.

234. Each of the Government Guru Training schools with its practising Upper Primary School has at present three teachers, the Head Pandits being in

a graded service of which the pay ranges from Rs. 18 to Rs. 30 while the majority of the second pandits draw Rs. 10 and of the third pandits Rs. 8. This staff is underpaid and inadequate in numbers and a scheme for strengthening it has already received approval. The Head Pandits are to be placed in the Vernacular Teachers' Service while instead of two assistants there will be three at each school on salaries of Rs. 15, Rs. 12 and Rs. 10. When effect is given to this scheme the work of the schools should improve, though it will remain doubtful how far the system of training adopted in this Province is superior to the possible alternative of having a smaller number of larger schools. The advantage of our system is that the *gurus* have less distance to go from their homes and that most of the schools are situated in places where living is cheap, but had there been fewer schools it would have been possible to arrange for more highly paid teachers and closer supervision generally. Each of the schools is designed to train sixteen teachers, for all of whom hostel accommodation is provided.

235. The three Mission Schools for training aboriginal teachers are reported to be doing very useful work. The Inspector gives the following description of them :—

These three schools are each under the immediate supervision of a European missionary and admit 24 stipendiary *gurus* and one or two without stipends, the total number being 73 in 1916-17 and 79 in the previous year. The department has the right of nominating half the teachers but seldom is in a position to find so many, in which case the Missions fill up the schools with their own nominees. Each school has two classes, one for students with Middle and the other for students with Upper Primary qualifications, and the course is one year in each case. The Roman Mission School teaches the Government course: the others have a modified syllabus which consists almost entirely of work on the theory and practice of teaching. The one year's course seems scarcely adequate: at the Roman Mission there is something not very dissimilar to cramming while at the other schools the *gurus* are in danger of learning how to teach but not what to teach. I should prefer to see a two years' course at each school at any rate as soon as the majority of the Mission teachers have been through the one year's course, and I understand that the Mission authorities concur in this opinion. Each school receives from Government a monthly grant of Rs. 90 while there is also a monthly allotment from Provincial revenues of Rs. 160 at each school for stipends.

236. The following extract from the Bhagalpur report is of interest as bearing on the question as to whether the number of Guru Training Schools is adequate :—

Commenting on the out-turn of Guru Training Schools, Mr. Lister, Deputy Commissioner of the Santal Parganas, remarks: 'The great defect in the policy of the last 5 years appears to consist in the absence of adequate progress in training *gurus* for the Primary Schools.' I do not subscribe to this view. His opinion is based on the fact that at the rate at which we are qualifying the existing untrained *gurus* for their work, it will take 28 years to qualify them all. The attempt to bring a larger number for training will be attended by practical difficulties, for it cannot be done without considerably increasing the existing number of Guru Training Schools, the strength of which must be determined with due regard to the normal rate of mortality or retirement of the *gurus* and not by the existing number of untrained *gurus*. Assuming that there is money available to increase the number of Guru Training Schools and to increase the recurring expenditure on Primary Education as many times as we increase the outturn of trained *gurus* (for it must not be forgotten that a trained *guru* will have his existing stipend considerably enhanced after he has been trained) two inconvenient contingencies will arise (1) when these are all trained surely the training establishments will have to be reduced to the extent of the normal annual requirements and this will involve waste, and (2) assuming that we can force all the existing untrained *gurus* to come in for training in such numbers as to finish the work in a few years, Primary Education, such as it is, will receive a set back, for if they willingly come, schools will have to be closed while they are under training, and if they do not, their stipends will have to be withheld and consequently their schools will be closed. In my opinion the pace of a reform should follow to a great extent the existing conditions and natural laws and should not be forced, or else the reform will not be the evolution that it should be, but a revolution; and no revolution is an unmixed good. I am quite content with the existing provision for the training of untrained and intending *gurus*. The efficiency of Primary Education must depend to a very great extent on the measure of enlightenment and progress of the masses or else Primary Education will fail, or introduce a disturbing element in the social and economic order. In this view of the matter, the policy of Primary Education should be a reasonable blending of width with depth, and not merely depth, which is a counsel of perfection.

The number of primary school teachers is 27,858 of whom, as already mentioned, 5,770 have been trained, while the maximum annual output of the elementary Training schools may be calculated as follows :—

116 Government Training Schools at 8 apiece	...	...	928
Add 10 per cent for middle passed <i>gurus</i> who are only trained for one year.			93
Three Mission schools at 24 apiece	...	...	72
			72
		Total	1,093
			1,093

It is thus true that if allowance is made for casualties it will take a long time before all our teachers have been trained but the objections which the Inspector urges have great weight. It may be desirable to admit 20 *gurus* annually instead of 16 to each of the present Government schools but further than this it would probably not be advisable at present to go. Another possible plan is to reduce the length of the course at the Government Schools which is at present one year for those who have passed the middle standard and two years in other cases. The Primary Education Committee suggested that as a temporary measure a one year's course might be accepted as adequate for *gurus* who had passed the Upper Primary examination and had two years experience of teaching, but effect has not yet been given to this proposal. In view of the experience gained at the Mission Schools, which have particularly competent staffs but, as noted in paragraph 235 above, are already feeling a one year's course inadequate, it will perhaps be best to take no action in this direction.

237. The experiment of appointing an Urdu teacher at selected Guru Training Schools is referred to in Chapter XV. In the year 1914-15 Urdu was made a compulsory subject at the First Grade Training Schools in the Chota Nagpur and Orissa Divisions, except for aboriginal students. It was already a compulsory subject at the three schools in Bihar.

238. Speaking generally of the work of the Guru Training Schools the Patna Inspector writes :—

The work done in Guru Training Schools for seven or eight years after their establishment was very unsatisfactory and the *gurus* turned out in those years have proved very inferior teachers. Since then there has been a considerable improvement in the work and tone of the Guru Training Schools and better men are turned out. The purpose and object of training are now better understood, the principles and practice of teaching are better assimilated, and there is a decided improvement in the nature and quality of the work done by the trained *gurus*.

This opinion may be accepted as fairly accurate for the Province as a whole. Mention has already been made of the need for improving the pay of the teaching staff but the essential condition for rendering the schools more efficient is to give the *gurus* more incentive to study while under training, or in other words to pay more liberally those who complete the course with success. The new grant of Rs. 3½ lakhs should enable something to be done in this direction.

239. It remains to mention in this chapter two examinations which are held by Inspectors of Schools. The first is the examination in English idiom and pronunciation, which is held quarterly and which all English teachers in schools maintained or aided by public funds are required to pass before they can be confirmed in their appointments. The second is the half-yearly examination in the art of teaching, which it is compulsory for every teacher in a Government or aided Secondary School to pass before he can be confirmed in his post, unless he is a trained teacher or holds the Vernacular Mastership certificate or some other higher certificate approved by the department. It would be well if the rule that no English teacher should be confirmed in his appointment until he has passed the Oral Examination were more strictly enforced. The other examination, which was instituted when Training Schools were few and far between, has lost some of its importance now that the facilities for undergoing training have been greatly improved.

CHAPTER XII.

Technical and Professional Schools.

240. The Law College and Pleaderships classes having been dealt with in chapter VIII, this chapter deals with the remainder of the ground covered in chapters VII and VIII of the annual reports for the past four years. Hitherto it has been the practice to deal with engineering and surveying schools in one chapter and technical and industrial schools in another, but it is difficult to draw the line between the two. The Ranchi Industrial School has long combined engineering classes and artisan classes while classes of the latter type have recently been opened at the Bihar School of Engineering.

241. This report does not attempt to deal with the questions of agricultural and medical education, which are controlled by other departments, but for the sake of completeness it should be mentioned that the province contains the Imperial Agricultural Research Institute at Pusa and a Provincial Agricultural College at Sabaur as well as Medical Schools at Bankipore and Cuttack, while arrangements have been made for the annual admission of 18 students from Bihar and Orissa to the Medical College at Calcutta. Figures for the provincial institutions are given below :—

Name of Institution.	Number of scholars on 31st March.			Expenditure in—		
	1912.	1916.	1917.	1911-12.	1915-16.	1916-17.
1	2	3	4	5	6	7
Sabaur Agricultural College ...	18	19	34	73,420	83,811	87,717
Temple Medical School, Bankipore	118	77	130	29,258	45,854	48,151
Orissa Medical School, Cuttack ...	96	132	127	22,067	31,971	31,274

In accordance with precedent, figures for the medical schools are included in the tables attached to this report but figures for the agricultural college are excluded. Including figures for the medical schools the total number of technical and professional schools of all kinds shown in the returns has risen during the five years from 43 to 47, and of their pupils from 1,408 to 1,831, while the direct expenditure has risen from Rs. 1,46,548 to Rs. 2,41,024.

242. The technical and professional schools other than medical schools were controlled by the education department until 1915-16, when the three Government weaving schools were placed under the care of the Registrar of Co-operative Societies, who gives the following account of their progress :—

The three weaving schools in the province are in the three most important centres of weaving, viz.:—Bihar, Cuttack and Sambalpur. The schools at Bihar and Cuttack were started as outlying centres of the Serampur Weaving Institute in accordance with a scheme sanctioned by the Secretary of State in 1907. The Bihar School was established in 1910 and the Cuttack school in 1911. The school at Sambalpur was started in 1909 on an experimental basis with the object of providing better training in the art of weaving for a class of professional weavers known as Gandas, who are chiefly responsible for the offences against property in the Sambalpur district. The school was placed on a permanent basis in 1912. The Bihar and Cuttack schools are housed in buildings provided by the District Boards whereas the Sambalpur school is located in Government buildings. Residential quarters for 12 students are also provided in the schools at Cuttack and Sambalpur. Twenty stipends at the rate of Rs. 6 a month have been granted for each of the three schools. In Sambalpur the whole amount is given by Government whereas in Bihar and Cuttack Rs. 4 is contributed by Government

and Rs. 2 by the District Board. The following subjects are variously taught in these schools :—Practical weaving, freehand drawing, design, fabric structure, dyeing, preparation of yarn and yarn calculation.

The control of the schools was transferred from the Director of Public Instruction to the Registrar of Co-operative Societies in September 1915. The services of Mr. Hoogewerf, Principal of the Serampur Weaving Institute, were requisitioned and he was sent on deputation to this province for a short period. Following his report certain changes were introduced in the working of the schools. The period of instruction used to range from three to six months in the Bihar school and was six months in the other two schools. The period has now been extended to one year in all the schools. In 1913 a scheme had been introduced by which Government supplied the students with yarn and the sale-proceeds of the cloth woven by them were credited to Government, the profits being devoted to the purchase of looms to be given to those who had completed their course. The scheme, however, proved a failure and, on the recommendation of the Registrar, Government sanctioned a reversion to the old rules under which the weavers provided their own yarn and sold what cloth they made. It may be mentioned here that fancy weaving of several descriptions used to be taught in the schools, but it was found by experience that there was not sufficient demand for the materials turned out and that it would not be profitable for the weavers to turn out such fancy cloth in large quantities. The Registrar, therefore, has directed that attention should be chiefly directed towards teaching the students to weave such cloth as would command a ready sale. The management of the schools rested with a local committee in each case. The Committee in Sambalpur was presided over by the Deputy Commissioner and there has been no change in it, but the Committee in Bihar had to be dissolved and the control of the school transferred to the Bihar Central Co-operative Bank. The Cuttack Committee was reconstituted with the District Magistrate of Cuttack as Chairman. Government has also sanctioned an increase in the pay of the teachers from Rs. 50- $\frac{10}{3}$ -120 to Rs. 60- $\frac{10}{3}$ -160. It is too early to feel the full effects of these various changes, but the Registrar is confident that they will result in a marked improvement both as regards the training of the students and the general management of the schools.

During the period under report altogether 362 students passed out of these schools and, under the scheme for the presentation of looms to those who complete their course of training, 229 looms have in all been distributed. The following table gives the details :—

Name of schools.	Students passed out.	Looms presented.
1	2	3
Sambalpur	101	68
Cuttack	113	113
Bihar	148	48
Total	362	229

It is not known how many of the looms distributed are in actual use in the villages, nor do we know what influence these students exert in the villages in making the use of the fly-shuttle looms more popular.

The Registrar has under contemplation a scheme for utilizing these passed students for the best interests of their class by making them active and influential members of co-operative societies, but it is becoming more and more evident that the stationary schools by themselves will not achieve their object in popularizing the use of fly-shuttle looms. To compass the end in view the system of a peripatetic agency maintained as an adjunct to the schools must be introduced as early as possible. The proposal advocated is to have in each centre a peripatetic demonstrator who should act as an assistant to the existing teachers and whose duties would be mainly to demonstrate the advantages of the fly-shuttle looms in the villages. The demonstrator is to be assisted by paid expert weavers and some scholarships of Rs. 3 or 4 each tenable for two months are to be allowed to the village weavers while under instruction. It may be confidently hoped that with the introduction of this urgent reform coupled with the scheme for bringing all the passed students under the operation of Co-operative Societies, the improved loom will rapidly gain in popularity and its general use be only a question of time.

In 1911-12 there were besides the three Government schools a District Board weaving school at Muhammadganj in Palamau and a similar school maintained by the Dublin University Mission at Chitarpur in Hazaribagh, but these

proved unsuccessful and were closed in the year 1914-15. The total number of pupils in weaving schools was 53 on 31st March 1917 against 63 five years before but the expenditure rose during the five years from Rs. 6,847 to Rs. 8,975.

243. The six mining classes in the coal-fields, though financed from the education budget unlike the schools mentioned in the two previous paragraphs, are not controlled directly by the department but by a Mining Education Advisory Board which is common to Bengal and Bihar and Orissa. The classes are of two kinds, the medium of instruction being English in the one and the vernacular in the other. The number of students in the English classes at Jharia and Sijua rose during 1916-17 from 145 to 172 while that in the vernacular classes at Mugma, Joyrampur, Kurkend and Sijua fell during the same period from 325 to 140. The vernacular classes were not in existence in 1911-12, nor were figures for the English classes included in the returns for that year. The cost of the mining classes last year was Rs. 974. A scheme for a Joint Mining Institute on the coalfields has been kept in abeyance for the present owing to the financial situation.

244. The remaining 36 technical schools are the Bihar School of Engineering and the Ranchi Industrial School, each of which teaches engineering subjects and artisan work, while the former has also survey classes; the survey schools at Cuttack and Angul; five commercial schools; five lace and embroidery schools; the 'B' classes at the Bhagalpur Zila School, and 21 artisan schools of various grades. These figures show an addition of three commercial schools and a loss of three artisan schools during the five years. The commercial schools are directly controlled by the Inspectors and the lace and embroidery schools by the Inspectresses, while the remaining technical schools are inspected by the Principal of the Bihar School of Engineering. The Committee on Technical and Industrial Education appointed in 1914 advocated the appointment of a Director of Industries who was to be a man of business aptitude and capacity and an expert in at least one industry, preferably that of weaving. He was to have control of all demonstration schools, that is of schools designed to bring about the adoption of new methods in certain industries, but not of schools teaching subjects connected with engineering, which were to remain under the control of the Director of Public Instruction as at present provided that such schools were to be inspected only by experts, except in so far as purely literary subjects were concerned. The matter is still under consideration.

245. The creation of the new Province gave the Bihar School of Engineering a new importance and in the year 1913 a committee was appointed to consider in what directions it should be developed. Following the recommendation of Lieutenant-Colonel Atkinson and Mr. Dawson in their report as to the best means of bringing technical institutions into closer touch and more practical relations with employers of labour, the committee considered that it should not be converted into a College but should aim at teaching (a) overseers; (b) sub-overseers; (c) railway apprentices; (d) draftsmen and estimators; (e) surveyors; (f) mechanical apprentices; (g) artisans, and (h) 'B' class students. The total number for whom provision was to be made was 319. The overseer and sub-overseer courses were to be separated and the length of the former was to be reduced from four years to three, but the sub-overseer course was to be followed by one year's practical training and the overseer course by two. The classes (c), (d), (f) and (g) were to be new developments while as regards (e) the old amin class was to be replaced by a two years course in accordance with a scheme already approved by the Government of Bengal. The 'B' classes included in (h) were conducted for the benefit of students of the Patna Collegiate School and have since been closed. Hostel accommodation was to be provided for 208 Indian students instead of 144 as at present and a new hostel for 24 Europeans was to be built. The school was to be placed under the control of a strong Governing Body which was to conduct its examinations in place of the present Joint Technical Examination Board for Bengal and Bihar and Orissa. The cost of the scheme was estimated at Rs. 3,68,000 non-recurring and an addition of Rs. 72,000 a year to the recurring charges. Minor portions of this scheme have already been introduced: artisan classes have been opened, the surveyor's class has been reorganized, a carpenter's shop and two store rooms have been built, an extra playground has been acquired and two residences

have been built which, though now used by Professors of Patna College, will ultimately be handed over to the Engineering School. The remainder of the scheme is still before the Government of India, who are understood to be considering *inter alia* whether the proposed class for railway apprentices might not be made a common institution for the whole of India. At the same time, in view of the decision not to raise the school to the status of a college, arrangements were made during the quinquennium for the annual admission of two students from this Province to the Engineering College at Rurki and ten to that at Sibpur, scholarships being granted in certain cases as indicated in Chapter II.

246. The number of students on the rolls of the school was 159 in 1911-12, 155 in 1915-16 and 166 in 1916-17, while the direct expenditure rose from Rs. 39,192 to Rs. 56,012 in 1915-16 and Rs. 78,480 in 1916-17, respectively.

247. In his quinquennial report the Principal writes as follows of the new survey class:—

The Amin class was abolished in 1913 when the present surveyors' classes were established. The latter have not been successful. The number of students admitted last year was 14 only. Admissions are limited to 50, so that allowing for, say, 30 promotions to the second year class these classes should contain about 80 students. They contain only 24.

The unpopularity of the classes is due to the difficulty experienced by passed students in finding employment. Out of sixteen students who have obtained certificates only three have as yet secured employment. The fact that the lads do not know English disqualifies them except for service under zamindars or in the Settlement Department, but none have as yet been employed by that department in spite of the fact that the classes were established mainly in their interests.

An attempt was made last year to establish a definite connection with the department in the form of a system of practical training. The Director of Land Records agreed to take eight pupils who had passed the final examination and this number was accordingly sent. The Director stated that he was not hopeful that much good would result from the experiment. He explained that his Department had their own system of recruitment, that Inspectors were promoted from the ranks of Amins, that Amins were allowed to employ their own coolies who in time become trained to the work and were appointed whenever vacancies occurred, and further that settlement operations were done by "piece work" which made it difficult to arrange training for apprentices. Of the eight pupils referred to four were posted to North Bihar and four to the Chota Nagpur Settlement. The latter were sent back after three months with a note to the effect that as they had finished the work they were given to do, their services were no longer required.

Under existing conditions it is not to be hoped that our students will find employment in any number in the Settlement Department. In the eyes of most Settlement Officers the school still suffers from the evil reputation of the old Amin class and moreover they do not wish to be troubled with apprentices for whom they see no need. Their subordinates are against our boys because they have their own men to put forward when vacancies occur. After a report on the practical training experiment above referred to has been received from the Director of Land Records it will be possible to decide whether these classes should be continued or discontinued. The case will be brought up in due course.

It would appear from the above that the classes have little chance of success. It will evidently be useless to continue them if no employment can be found for the passed pupils.

248. The new artisan classes have proved successful and the number of applications for admission is very large. The popularity of these classes is such that many candidates are ready to join them and wait for a stipend until a vacancy occurs. The boys are taught mechanical drawing and mensuration in the vernacular in addition to a trade. The Principal writes:—

I believe that the idea of teaching mechanical drawing to the sons of *mistries* through the medium of the vernacular had its beginning in this Province. The results so far have been very encouraging and clearly show that it is perfectly feasible to include the working classes in the scheme of technical education on a broader basis than at present. Hitherto such education has been too exclusively confined to the so-called literary classes who are unpractical and averse to manual work.

249. In the annual report for 1913-14 it was noticed that the number of candidates applying for admission to the Overseer, Sub-Overseer and Survey classes was very small. In the survey class the same state of affairs continues for the reasons already given, but in the other classes the demand for admission has risen and during the last three years the full complement of 60 students has been admitted to the first year Sub-Overseer class.

250. During the five years 151 students have left the school with certificates, 58 as Upper Subordinates, three as Overseers, 66 as Sub-Overseers, 16 as Surveyors and eight as Artisans. Of these two are dead and eight are still under practical training, while of the remainder only 27 are untraced or unemployed. The latter include 13 of the 16 students who have completed the surveyor's course. The percentage of success in the last Overseer and Sub-Overseer Examinations was remarkably high, the figures being 95 and 84.2 per cent respectively, or considerably higher than those of the other institutions examined by the Joint Technical Examination Board.

251. As already mentioned, the workshops were enlarged during the quinquennium in conformity with the wider scheme for the development of the school, and a new accumulator house and filtered water supply plant were erected. There has been at the same time a steady increase in the profits credited into the treasury, the figures for the five years having been as follows:—

						Rs.
1912-13	...	...	...	...	...	2,016
1913-14	...	...	...	...	...	2,901
1914-15	...	...	...	...	...	4,169
1915-16	...	...	...	...	...	7,291
1916-17	...	...	...	...	...	10,079

The volume of work is such that it is very difficult for one Foreman Instructor to control it and it is hoped that one of the two additional Foremen proposed in the enlargement scheme will soon be appointed. The school has continued to render assistance in the manufacture of small articles required for munitions, as mentioned in last year's report.

252. The installation of the filtered water-supply and the use of mosquito nets have greatly improved the health of the boarders. There have been no epidemics and only three serious cases of illness during the five years. In 1912 the electric machinery was removed to the workshop and the old power house was converted into an additional hostel for 32 students so that accommodation is now provided for 144 boarders in all. The hostel is under the superintendence of two assistant masters and is visited daily by the Assistant Surgeon in charge of the Government hostels at Bankipore. Excluding board, the average cost for each of the 125 boarders was Rs. 26-6-11. The fact that so large a proportion of the students is in residence helps greatly to the maintenance of discipline.

253. The students have a club which regulates their games and evening lectures, and their annual dramatic performance is always much appreciated by the local public. Last year an Old Students' Association was formed and it has already more than 100 members.

254. As regards the Ranchi Industrial School the Inspector writes:—

The Ranchi Industrial School had 76 pupils in 1911-12, 112 in 1915-16 and 111 in 1916-17. The expenditure was Rs. 10,645, Rs. 16,199 and Rs. 16,773. The school buildings have been entirely remodelled and there is now a fine machine shop and a convenient smithy. Painting rooms and store rooms for wood and iron have been built and the floors of the carpenters' shop and the old store room have been terraced. A revised system of keeping accounts has been introduced so that all receipts are credited to the Treasury and all payments made therefrom: arrangements have also been made for a regular audit of the accounts. A class for motor mechanics has replaced the old 'B' classes which proved a failure: the new class is a great convenience to the local public and the boys trained there readily find employment. The carpentry class manufactures large quantities of dual desks which are readily sold: the making of these desks is excellent training for the boys, while the department also profits by the good quality of the articles turned out. The staff has been strengthened by the appointment of a motor mechanic and a drawing master while the clerks have been given better pay, though I doubt whether their number is sufficient in view of the amount of work which passes through the school. At the Sub-Overseer examination the number of candidates was 12 in 1911-12, 10 in 1915-16 and 6 last year and the number successful was 3, 8 and 4.

The school has a hostel which can hold 14 boys and the average cost per boarder, excluding sums spent on food, was Rs. 153-6-5. The reason why the

cost per head is so much higher than at the Bihar School of Engineering is that the hostels at the latter school are Government buildings, while at Ranchi rent has to be paid.

255. The Cuttack Survey School has been in an unsatisfactory state for some time and though the survey classes were reorganized during the quinquennium on the same lines as those at the Bihar School of Engineering the number of students fell during the five years from 84 to 13. The decline in the number is due to the fact that in 1913-14 the concession granted to passed students, whereby they were declared qualified for appointment as third grade Sub-Overseers, was withdrawn, while as surveyors their difficulties in obtaining employment are the same as those mentioned in connexion with the Bihar School of Engineering. As long ago as 1901 a proposal was made to raise the school to the Sub-Overseer standard and in 1905 a definite scheme was prepared, but action was deferred for various reasons. The Committee on Technical and Industrial Education recommended that the status of the school should be raised and accordingly a fresh scheme has been prepared and submitted to the Government of India. Provision has been made for Sub-Overseer, Survey and Artisan classes, while Overseer classes will be added later if required. The estimated cost is Rs. 1,42,729 non-recurring and an addition of Rs. 8,529 to the recurring charges. In the year 1915-16 the school was removed from a building in the compound of Ravenshaw College to a hired house and was placed under the control of the Inspector of Schools instead of under that of the Principal of the College. The Inspector remarks with justice that at present the school is entirely useless and exceedingly expensive, the cost last year having been Rs. 8,436 against Rs. 5,489 in 1911-12 in spite of the decrease in the number of students. It is open to question whether the school ought not to be closed until such time as it can be re-opened as an engineering school.

256. The Survey School at Angul is intended for the training of Sarbarakars and appears to be more successful than the other survey classes, for its roll number rose during the five years from 20 to 31. The teacher was deputed last year for three months' training under the Settlement Department. The school receives a monthly grant of Rs. 35 from Government.

257. On 31st March 1912 there were commercial schools at Bhagalpur and Bankipore, of which the school at Bhagalpur was aided. Since then new schools have been opened at Ranchi, Arrah and Muzaffarpur, of which the Ranchi school receives a monthly grant of Rs. 25 from Government. An additional monthly grant of Rs. 50 has recently been sanctioned for this school to enable another teacher to be employed so that classes may be opened in docketing, précis writing, etc. The number of students in commercial schools rose during the five years from 32 to 118 and the direct expenditure from Rs. 2,682 to Rs. 5,573.

258. The five lace schools are all in the Chota Nagpur Division. The number of their pupils was 338 girls and two boys against 312 girls in 1915-16 and 273 in 1911-12, while the expenditure was Rs. 8,860 against Rs. 9,627 in 1915-16 and Rs. 11,971 in 1911-12, respectively.

259. The 'B' Classes at the Bhagalpur Zila School are a survival of the scheme for the bifurcation of studies introduced in the year 1901. Five years ago there were similar classes at Ranchi and Patna, though these were not shown in the returns as separate institutions, but they have since proved unsuccessful and have been closed. The class at Bhagalpur shows an increase of enrolment during the five years from 26 to 35 while the expenditure has risen from Rs. 2,553 to Rs. 3,751. The Inspector considers that the classes are doing excellent work and is in favour of their retention.

260. Of the 21 technical or artisan schools two are in Tirhut, three in Orissa and 16 in Chota Nagpur. Five years ago there were four such schools in Tirhut, three in Orissa and 17 in Chota Nagpur, but during the period under review three technical schools for *doms* in Tirhut were closed on the advice of the Inspector of Technical Schools, as it was found that the pupils

were making no use of the instruction given to them, while the District Board school at Samastipur and two village schools in Hazaribagh also proved unsuccessful and were closed. Three new schools were opened; one under the management of the Tirhut Educational Society at Muzaffarpur, one in connexion with the Moon Button Factory at Mehsi in Champaran and one in connexion with the Tata Iron and Steel Works at Sakchi. The first and last of these are aided by Government. The total number of pupils in these schools fell during the five years from 460 to 395 but the expenditure on them rose from Rs. 15,419 to Rs. 29,357.

261. Of the technical schools the two most important are the Beniadih Industrial School, which is maintained by the East Indian Railway in connection with their collieries at Giridih, and the new school at Sakchi. In the former work is carried to a high standard in the vernacular, the subjects taught being Arithmetic, Mensuration, Practical Geometry, Mechanics, Freehand Drawing, Machine-Drawing, Electricity and the Steam Engine. The school at Sakchi trains apprentices in mechanics and machine drawing. Passed students from each of these schools are certain to find employment. Two of the schools in the Orissa Division are under the management of the American Baptist Mission, while two in Chota Nagpur are managed by the S.P.G. Mission. The two former are reported to be doing particularly well, the school at Balasore being now managed by a whole-time expert from America.

262. On the whole it will be seen that the progress made in technical education during the five years has not been very great. When effect is given to the schemes for the improvement of the Bihar School of Engineering and the Cuttack Survey School, the Province will be able to turn out as many Overseers and Sub-Overseers as it requires, while it appears likely that it may be found desirable to leave the training of surveyors entirely to the control of the Settlement Department. There is, however, undoubtedly a field for a larger number of schools for the training of artisans of all classes and I could wish to see the number of schools intended for this purpose considerably increased. The problem, however, is a difficult one, for such schools require constant expert supervision which the ordinary inspecting staff of the department is not qualified to give. I hope that when the Director of Industries has been appointed it will be possible to make considerable progress in this direction, but until then there is an undoubted danger that the establishment of new schools might merely involve a waste of money.

263. During the five years two State technical scholars were sent to England to study engineering. Of them one, Mr. Bhubananda Das, has since returned to India and has obtained an appointment under the Bombay Tramways Company on a salary of Rs. 350 a month. The other, Mr. Abdul Hakim, is still in England.

CHAPTER XIII.

The Education of Indian Girls and Women.

264. The number of public institutions for girls in the Province rose during the five years from 1,446 to 2,553 and that of private institutions from 34 to 56. The number of girls in these institutions rose from 35,785 to 60,335 and from 720 to 1,071 respectively. Compared however with the figures for 1915-16 there was a decline of 230 in the number of public institutions and of 6 in the number of private institutions, while the number of pupils fell by 4,268 and 73, respectively. The decrease in public institutions is confined to primary schools and *maktabs*, where there was a fall of 232 in the number of schools and 4,775 in the number of pupils. The reasons for this decline are mentioned later in the chapter. The number of girls in boys' schools continues to decline slowly. For public institutions the figures are 50,253 in 1911-12, 49,561 in 1915-16 and 48,459 in 1916-17, while for private institutions they are 1,639,

1,025 and 1,036, respectively. These figures may be taken to indicate an increasing desire on the part of parents that their girls should not be educated in boys' schools.

25. The expenditure on public institutions for girls rose during the five years from Rs. 2,27,620 to Rs. 4,31,241, the contribution from Provincial revenues rising from Rs. 79,449 to Rs. 1,52,232, that from District funds from Rs. 44,843 to Rs. 1,65,734 and that from Municipal funds from Rs. 5,155 to Rs. 19,213. On the other hand there is still little evidence of any readiness on the part of parents to pay fees for their children, the figures being Rs. 9,414 in 1911-12 and Rs. 11,003 in 1916-17 while in endowments and subscriptions there has been a decrease from Rs. 88,759 to Rs. 83,059. In other words, while Government and local bodies are doing more and more to encourage the education of girls and women, the amount spent on this object from private sources has actually declined during the five years by Rs. 4,111.

266. In June 1914 a Committee was appointed by Government to examine the whole question of female education. They recommended that Intermediate classes for private candidates should be opened in connection with the Girls' High Schools at Bankipore and Cuttack, that if the number of girls at either of these centres rose to 10 the question of seeking affiliation to the Intermediate standard should be considered and that if it rose to 20 the establishment of a separate college should be taken up. They wished to see power reserved to the Headmistress of every school, advised where necessary by the School Committee, to exclude pupils whose admission would be likely for social or other reasons to be prejudicial to the progress of the school. They desired Advisory Committees to be formed wherever possible for girls' primary schools and considered that in rural areas Government should cease to maintain or aid directly primary schools, the management of such schools being left entirely to the local bodies concerned. They were in favour of Government assuming the entire control of female education in Municipalities, but this recommendation was not accepted by the Local Government, who considered that Municipalities as well as District Boards should be held responsible for the primary education of both boys and girls in their areas. They considered that where peripatetic teachers were employed fees should be charged and that care should be taken that such teachers should not be allowed to compete with *pardahnashin* schools, and that where schools of the latter class were in existence the peripatetic teachers should confine their attention to married women. They did not wish to discourage co-education but considered that if funds permit a separate girls' school should be established whenever the number of girls in a boys' school reaches 20. They wished to see conveyances provided at all secondary schools and also wished that enquiries should be made as to how far such facilities were necessary for primary schools, but they considered that a small fee might reasonably be charged for the use of school conveyances and were inclined to regard favourably a system of providing reserved carriages for the exclusive use of those children whose parents were ready to provide a considerable share of their cost. They thought that one quarter of the total number of Lower Primary Scholarships should be reserved for girls together with a certain number of Upper Primary and Middle Scholarships in districts where qualified candidates were likely to be forthcoming. They desired a School of Embroidery to be established at Patna and a Lace School at Cuttack and considered that a considerable increase was necessary in the staff of Inspectresses and Assistant Inspectresses. They wished to see a survey made of the places where Training Classes of different grades could be established with a reasonable prospect of success, and they prepared a draft curriculum for use in Girls' Middle and Primary Schools. The following paragraphs will show how far effect has been given to the recommendations of the Committee.

267. Information has been given in chapter V as to the strength of the inspecting staff for girls' schools and the powers and duties of the Inspectresses and their assistants. It may be mentioned here that reports on the progress of female education are received annually both from the Inspectors and from the Inspectresses and that in spite of the issue of careful instructions the figures supplied by the former seldom agree with those supplied by the latter.

Where the contrary is not stated the figures given in the following paragraphs are taken from the Inspectors' returns, but I would again impress upon the Inspectresses that it is their duty to check the figures which they give in their reports by a reference to the returns submitted from the different districts. It is also necessary that an Inspectress when sanctioning a change in the status of a school should inform the Deputy Inspector. It would appear that this year the Deputy Inspectors are in ignorance that two of the schools which they have shown as Primary have been recognized by the Inspectresses as Middle Vernacular.

268. During the year 1915-16 a commencement was made in the Province with the higher education of women, I. A. Classes being opened in connection with the Ravenshaw Girls' School at Cuttack. The subjects taught are English, Logic, History, Sanskrit and the vernacular. The number of pupils rose in 1916-17 to 8, and 2 girls were sent up for the Intermediate Examination of whom one passed. The opening of similar classes in connection with the Bankipore Girls' High School will be taken in hand when a sufficient demand arises and the necessary funds can be provided.

269. The number of High schools remained unchanged during the quinquennium at three, but the number of girls attending them rose from 286 to 330 and the cost from Rs. 20,292 to Rs. 49,970. The contribution from Provincial revenues rose from Rs. 9,300 to Rs. 44,788 while that from endowments and subscriptions fell from Rs. 7,398 to Rs. 998. The three schools are the Ravenshaw Girls' School at Cuttack, the Bankipore Girls' High School and the Chota Nagpur Girls' High School at Giridih. During the period under report the two former were taken under the direct management of Government, while the third receives a monthly grant of Rs. 450. The Ravenshaw Girls' School had 45 pupils in the High School classes and 112 in the middle and primary classes on the 31st of March, 1917. In January last it was moved to a building acquired for the purpose by Government. The Lady Principal states that the new buildings are admirably adapted for the school. The play-ground is large and the children thoroughly appreciate the freedom and space. The school at Bankipore had 97 pupils on the 31st of March, 1917, of whom 13 were in the High School classes. It is still held in a rented house in which the accommodation is very far from adequate. The Lady Principal resigned during the year but it has fortunately been possible to obtain a competent substitute. The school at Giridih had 41 girls in the High School classes out of a total of 76 on the roll. This school, too, badly needs a building of its own.

270. The number of Middle English schools rose during the quinquennium from 4 to 5 and that of the girls attending them from 408 to 679. The old schools are the Baptist Mission School at Bankipore, the American Mission School at Muzaffarpur and the S. P. G. Mission School at Ranchi. The Crawford Institute at Sambalpur was irregularly returned as a Middle English school in 1911-12 and is now shown as a primary school, but the C. M. S. Middle Vernacular school at Deoghar was raised to the Middle English status in 1913-14 and the practising school attached to the Badshah Nawab Razvi Training College for women became a Middle English school two years later. Of the five schools the largest is the S. P. G. Mission school at Ranchi which had 367 girls on its roll at the end of the year and is rapidly developing into a High School. This school has already overflowed the fine new building which was erected for it in 1915 and an extension has recently been completed. The practising school attached to the Training College for women is developing steadily and at the end of the period under review had 53 Hindu and 84 Muhammadan girls on its rolls. In 1912 this school had three teachers but the number has now risen to seven, of whom two are teachers of English, two of Hindi and three of Urdu. All these teachers are trained.

271. The returns show the number of Middle Vernacular schools to have risen during the five years from 10 to 11 and that of the girls attending them from 654 to 1,243. The increase however has in reality been larger. In 1912-13 the Hindu Kanya Pathshala at Gaya and the Mission school at Jaleswar were reduced to the Primary status. In the following year the C. M. S. School at Deoghar was recognized as Middle English. In 1914-15 the number of schools fell to 6 as a peripatetic teacher in Tirhut who had formerly taught up to the Middle Vernacular

standard confined her instruction to the primary classes, but in the same year three Government primary schools in Sambalpur were raised to the Middle Vernacular status and the practising school attached to the Training College was recognized as Middle Vernacular. In 1915-16 the practising school was raised to the Middle English status and the Chapman Pathshala at Muzaffarpur was recognized as a Middle Vernacular school, while in 1916-17 a new school was opened by the Roman Catholic Mission at Ranchi. The six schools which have been recognized throughout the period under review are the Baptist Mission schools at Cuttack, Balasore and Hatigarh and the three Mission schools at Barharwa, Maharo and Pakur in the Santal Parganas. It will thus be seen that of the ten schools in existence in 1912 three weak ones were reduced in status and one became a Middle English School, while six new schools were opened during the five years, of which one has already risen to the Middle English status. Further it appears from the Inspectress's report that the Hindu Kanya Pathshala at Gaya has again been recognized as Middle Vernacular and that this school together with the Makhoda Bengali Girls' school at Bhagalpur should have been returned as such, making the total number of Middle Vernacular schools 13. It is interesting to note that of the thirteen schools seven are under Mission management and three are managed by Government, while only three are conducted by local Committees. Of the Middle English schools four are managed by Missions and one by Government.

272. Miss Honeyburne writes :—

I do not see any early prospect of an increase in the number of regular Middle English and Middle Vernacular schools though there is every probability that there will be a few pupils reading in Standards V and VI in the better Upper Primary schools, especially those staffed by Middle Vernacular passed mistresses, as in the case of the Bihari Government Muhammadan school at Bhagalpur. The presence of a competent mistress tends to keep older girls at school and consequently I anticipate a small increase of girls reading from time to time in Standards V and VI in different Upper Primary schools although I doubt there being a sufficient number continuously in any one school to make it advisable to recognize the school as Middle Vernacular. As local customs make it impossible for girls to be moved from school to school it will, I think, be necessary to give special permission for these older pupils to go on studying Middle Vernacular work in their own Upper Primary schools even if holding Upper Primary scholarships, where the mistress is capable of teaching them without injuring the work of the rest of the school.

In Orissa, however, there appears to be some hope of an increase in the number of secondary schools.

273. The sanctioned number of Government primary schools for girls is 59. When the Province was created the sanctioned number was 33 model primary schools, of which two had temporarily been closed, in addition to 2 special schools at Bhagalpur and 7 in the district of Sambalpur. Subsequently three of the schools in Sambalpur were raised to the Middle Vernacular status and one model school was amalgamated with the Ravenshaw Girls' school, while it will be seen from Chapter III that sanction was obtained to the opening of 5 new model schools and 16 special schools for Muhammadan girls, the cost of the former and part of the cost of the latter being debitable to an Imperial grant. Of the 59 sanctioned schools 56 are already in existence and proposals for the establishment of one more model school and two more special schools for Muhammadan girls are awaited. Meanwhile it has been decided in accordance with the recommendation of the conference on female education to transfer the management of the Government primary schools to local bodies, exceptions being made only in the case of those schools which are likely to rise soon to the Middle Vernacular status, or which serve as practising schools for Training Classes, or which are situated in areas where there are neither District Boards nor Municipalities. Proposals on the subject will shortly be submitted to Government. The number of schools which it is proposed to transfer is 44. It may be remarked here that in accordance with the same principle funds have recently been transferred to the local bodies concerned to enable them to aid 13 out of the 19 primary schools hitherto aided directly from Provincial revenues. Of the remaining six schools four have risen to the Middle Vernacular status and two are really *zenana* classes rather than schools.

274. The condition of the model schools is by no means satisfactory. Of the 44 schools to be transferred to local bodies only 11 have buildings of their

own, while many of the schools are still staffed by men. In the year 1915-16, however, a special scale of pay was fixed for trained women teachers in these schools and this should do much to render them more efficient. The scale is the same as that for trained men, i.e., Rs. 15 for head teachers, Rs. 12 for second teachers and Rs. 10 for third teachers, except that the Director, subject to the submission of a quarterly report to Government, is competent to sanction the following allowances when trained women teachers cannot be secured on these rates of pay :—(i) a house allowance equivalent to 25 per cent of the monthly pay when free quarters in the school premises are not provided or the teacher cannot reside at her own home; (ii) a remunerative local allowance equivalent to 25 per cent. of the monthly pay to the holder of a junior certificate and to 50 per cent. to the holder of a senior certificate, provided that in no case may a house and local allowance combined exceed 50 per cent. of the fixed monthly rate of pay.

275. For the girls' primary schools under the control of local bodies, as for boys' primary schools, divisional figures are of little value. I therefore give below a statement showing the district figures, similar to that supplied in Chapter X. Figures for all classes of girls' schools are included, but the number of secondary schools and Government schools is so small that it scarcely affects the totals.

Name of District.	No. of girls' schools on 31st March			No. of girls at school on 31st March		
	1912.	1916.	1917.	1912.	1916.	1917.
1	2	3	4	5	6	7
Patna	154	226	214	3,208	4,288	4,276
Gaya	56	122	151	6,633	7,797	8,020
Shahabad	34	59	55	1,203	1,995	1,617
Saran	60	104	106	1,012	2,130	2,122
Champaran	68	173	153	2,300	4,223	3,571
Muzaffarpur	90	364	225	4,262	8,859	6,118
Darbhanga	253	327	268	21,948	13,552	11,506
Monghyr	49	214	222	4,774	6,810	7,168
Bhagalpur	83	190	197	3,526	7,220	7,735
Purnea	54	153	166	3,142	4,525	4,674
Santal Parganas	52	125	129	2,128	3,934	4,554
Cuttack	103	124	135	8,732	16,586	17,121
Balasore	149	167	157	6,496	10,146	9,432
Angul	19	22	22	2,465	1,791	1,996
Puri	50	177	127	3,251	7,556	6,135
Sambalpur	8	8	8	2,991	2,416	2,304
Hazaribagh... ..	34	65	59	1,882	2,215	2,045
Ranchi	70	104	92	4,336	5,792	5,698
Palamau	35	48	54	862	1,236	1,354
Manbhum	27	34	37	2,059	2,233	2,403
Singhbhum	27	34	32	1,187	1,029	1,052
Total	1,480	2,845	2,609	88,397	116,333	110,901

276. It will be seen that the fluctuations in the different districts correspond roughly to those which have taken place in the case of boys' primary schools. At the same time it should be remarked that when the minimum stipends mentioned in Chapter X were fixed for boys' schools Rs. 12 was fixed as the minimum for a trained teacher in a girls' school and Rs. 9 for an untrained teacher. These rates being higher than those in boys' schools, the temptation to open venture schools was greater and the decline when financial stringency supervened was therefore more striking. Thus the Puri Deputy Inspector writes :—

Comparing the figures for the last two years of the quinquennium, it will be noticed that the Primary schools for girls decreased from 164 to 119, or by 45 and the pupils attending them from 3,931 to 2,887, or by 1,044. The decrease is due to the fact that more liberal stipends being at present given in girls' schools than in boys' schools a number of teachers started girls' schools in the hope of receiving stipends from the District Board, but as no stipends could be granted to them for inadequacy of funds most of these schools were closed.

277. With regard to the buildings of girls' schools Miss Crawford writes:—

It cannot be said that many of the primary girls' schools of this division are properly housed. Even in Municipalities the accommodation provided for our schools is of the poorest, and this must constitute a grave obstacle to the advance of girls' education in these parts, for children cannot be expected to enjoy spending three hours or so in dark, stuffy little buildings in which there is no room for them to stretch their limbs. Girls' education is still greatly neglected. More money needs to be spent on externals connected with it, so that it may be properly respected.

278. The difficulty of course lies in the provision of funds but I hope that local bodies will spend on girls' schools a fair proportion of any sums which they may have available for capital charges. Girls' schools need privacy, and this is not obtainable when schools have to be held on verandahs. Even where the schools have their own buildings few have yet been provided with compound walls, though these are most desirable. I may add that sites suitable for girls' schools are as a rule expensive, for girls cannot go far to school unless they are provided with conveyances and therefore, in towns at least, the buildings usually have to be constructed in thickly populated areas where land is dear.

279. The number of Training Classes is returned as 8 as at the beginning of the quinquennium but the number of pupils has risen from 82 to 137. Here again the figures for schools do not show the progress which has been made, for in 1911-12 three *gurus'* wives receiving instruction were erroneously shown as Training Classes. These have now disappeared from the returns and their places have been taken by a Government Training Class at Muzaffarpur, a class managed by the Roman Catholic Mission at Ranchi and one managed by the C. M. S. at Deoghar. The five classes which have been in existence throughout the period under review are the Badshah Nawab Razvi Training College at Bankipore and four under Mission management at Cuttack, Ranchi (2) and in the Santal Parganas respectively, the last named being a class managed by the Santal Mission of the Northern Churches which was located at Benagoria in 1912 but has since been moved to Maharo. There is also a class managed by the Baptist Mission at Bankipore, but neither in 1911-12 nor in 1916-17 have any figures for it been included in the returns.

280. The first point that must strike the reader in connection with the Training Classes is the complete inadequacy of their number. The Badshah Nawab Razvi Training College admits 23 teachers every other year for a two years' course on the Upper Primary basis and eight annually for a one-year's course on the Middle Vernacular basis. The Muzaffarpur Training Class is designed for 10 students, who undergo a two years' course, while the aided classes including that at Bankipore contain about 105 students, each of whom is undergoing a course of instruction for at least one year. The maximum annual out-put is therefore 130, which is a very small total to meet the requirements of the 2,553 public schools for girls in the Province. At the same time there are great difficulties in the way of establishing new classes, the chief being the cost, which, for the eight classes shown in the returns, works out at Rs. 278 a year for each pupil under training. This is a high figure but at the same time it must be remembered that all but two classes are under Mission management and are intended mainly for the training of Christian

girls. Training classes need careful management by competent resident Superintendents, and this is provided more cheaply in Mission schools than is possible elsewhere. If therefore the number of Training Classes is to be expanded so as to meet the needs of orthodox Hindu and Muhammadan parents it will probably be found that the cost per head will rise rather than diminish. At the same time there is no doubt that the cost must be faced. At the present time a very large proportion of the pupils in girls' schools never get beyond the Infant classes and consequently never learn even to read and write properly. This being so, it is little wonder that parents hesitate to send their children to school and are unwilling to pay fees for them while they are there. There are undoubtedly a great many parents who object to their girls being educated in boys' schools or by male teachers other than men so elderly as to be unlikely to be of much use as teachers. The only solution appears to be to increase the number of Training Classes and to distribute them so that the reluctance of women to proceed far from their homes for training may not prejudice their success.

281. Of the Training Classes already established special mention should be made of the S. P. G. Class at Ranchi, where the work is of a very high order, and the Badshah Nawab Razvi Training College, which has done remarkable work among the *pardahnashin* women in Patna City. The following extracts from the Lady Principal's report on the latter class are of interest :—

All students from outside Patna are resident in the hostels, and even some who live in Patna City prefer living in the hostels to attending as day pupils. The food given them is good and plentiful and it is wonderful to see how much stronger and better they look after a few months' residence in the hostels. The life there improves them in every way, they learn to keep regular hours, to keep their rooms neat and clean, to give and take. When the College was first opened, the Hindu students would not allow a Muhammadan student to even pass through their class room. Now they are good friends and often sit and work together, and, if they happen to be going the same way, will travel together. They feel they must work together, without petty prejudices, if they mean to benefit their country. Hostel life has done a great deal of good for the women.

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The Lady doctor at the Duchess of Teck Hospital is now in medical charge of the hostels, and, as the Hospital itself is very close to us, many of the women attend there if they are ill. This arrangement was sanctioned in 1913, and has worked well. I had all the students medically examined last year, and out of 26 women only one was physically quite fit. *Pardah* women as a class are certainly not robust.

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The Upper Primary students come to us saying they have passed the Lower Primary examination or are equal to the Lower Primary standard, but in most cases they have been so badly taught that we have to do all the work over again, and at the end of the first year it is with great difficulty we have brought them up to the Upper Primary Standard. The second year is then passed in Training work, that is in lectures on Child Study, Nature Study, Methods and Management and Practical work. To expect women, who with difficulty have been brought up to the Upper Primary standard, to understand and assimilate this course of study is absurd. Either the women must be given a better general education, at least up to the Middle Vernacular standard, or the course for the Junior Vernacular Teachers' Certificate examination must be considerably reduced. The two years' so-called Training course that women with Lower Primary qualifications only are supposed to take here seems to be only a rush and a cram, and I cannot conscientiously say we are turning out good teachers. They forget so quickly all that we have taught them, simply because it has been taught them too quickly.

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After giving the Middle class a very fair trial for nearly 5 years I am of opinion that it would be better to let all the students go on with that course before sitting for the Junior Vernacular Teachers' examination, than to select eight afterwards for a special course. We should then have on the whole a better class of teachers.

I await proposals on the points mentioned in the last two of these extracts.

282. The College is housed in a building belonging to the Bettiah Estate. A hostel for Hindu students was built in 1912 but the increase in the size of the practising school has rendered the buildings inadequate and moreover they can only be reached through a narrow dirty lane. The Lady Principal desires that this approach should be acquired and improved or that a new and permanent location should be found for the school somewhere in Patna City, from

which the majority of the day students come. She also suggests that a plot of open land to the west of the College should be acquired for the additional class rooms which are necessary, and there can be no doubt that something in this direction will have to be done before the practising school rises, as I hope it soon will do, to the status of a High school.

283. The class at Muzaffarpur was at first intended for Hindu students, but in the absence of such candidates it has been reserved for Muhammadans. It has not hitherto proved successful and the students sent up for the examination last year all failed. The Inspectress writes as follows:—

Unless the training class is put under a far better qualified mistress it is useless to expect more, nor can it possibly fulfil its purpose of providing a practical training unless the attached practising school is large enough to provide sufficient suitable classes for the students to give their lessons. This can only be done at present in Muzaffarpur by increasing the conveyance allowance to allow of bringing at least 50 to 60 pupils, which will cost about Rs. 40 monthly instead of Rs. 15.

The Headmistress of the school has been deputed this year to the Badshah Nawab Razvi Training College for a course of instruction, but it seems probable that the scheme was launched on too modest lines and that the class, which is at present managed by the Assistant Inspectress of Schools, requires a whole-time resident Superintendent. The experiment of leaving a *pardahnashin* lady in charge of a Training Class when the Superintendent is on tour is not likely to be successful, for the conduct of an educational institution involves a considerable amount of business work which it is difficult for such a lady to manage.

284. The number of technical and industrial schools shewn in the returns remains five, though the number of girls attending them has risen from 273 to 338. The five schools are all aided Lace Schools in the Chota Nagpur Division. In the year 1916-17 a Lace and Embroidery School for *pardahnashin* women was established in connection with the Badshah Nawab Razvi Training College, but no figures for it appear to have been included in the returns. The Lady Principal writes as follows:—

At the request of several of the Indian gentlemen of Patna this class was opened in August 1916. Two teachers were appointed, Miss Blanche Player, whose services were lent by St. Joseph's Convent, and Mussammat Aisha Begum. Miss Player resigned in February 1917 to be married and no one was appointed in her place. There are at present eight students on the rolls. None of the wives or daughters of the gentlemen, who were so anxious to see the class started, have joined. Rs. 8-0-6 was realized by the sale of work and this amount has been paid into the Treasury. All the students were only beginners in lace making, and they have made very good progress. The class is not as popular as it ought to be simply because no stipends are given to day-scholars although free conveyances are provided.

The total cost to Government of this scheme is estimated at Rs. 1,890 a year. There are also Lace classes at Pakur and Pathra in the Santal Parganas, which do not appear to have submitted returns.

285. *Zenana* education in the Province is conducted by peripatetic teachers and by central gathering classes, the latter including certain classes for Muhammadan women of which the teachers are termed Atus. The figures for each of these types of instruction furnished by the Inspectors differ from those given by the Inspectresses, some of the *zenana* schools apparently having been included in the returns as ordinary primary schools. The number of peripatetic teachers is shown as 40 with 710 pupils in 1911-12 and 35 with 630 pupils in 1916-17. The figure 19 given for the number of such teachers in last year's report was incorrect, for at two of the Mission centres in Orissa 20 teachers were employed but the number of centres was taken into account instead of the number of teachers. The number of peripatetic teachers mentioned by the Inspectresses in 1916-17 is 36. Excluding Atus, the number of central gathering classes returned was five with 147 pupils in 1911-12 and three with 88 pupils in 1916-17. Here the Inspectresses mention six classes and that number receive aid from Provincial revenues, so that it is clear that the apparent decrease is due solely to differences of classification. The number of Atus is shown by the Inspectors as 22 with 396 pupils against 13 with 173 pupils in 1911-12 but the Inspectress mentions 24 such teachers. The Atus work in the Patna and Tirhut Divisions and the Inspectress considers that their work has improved considerably during the past five years.

286. Throughout the period under review the curriculum for girls' schools has continued practically the same as that for boys' schools, both types of schools presenting pupils for the same scholarship examinations. A revised curriculum for girls framed by the Female Education Committee will be introduced in 1918. A feature of the new curriculum is the provision made for optional subjects. It would appear that there must be many girls for whom a practical course of study, including more of such subjects as cooking, house-wifery and first aid and less literary work is required. I should be glad to receive from schools the drafts of any curricula which they wish to follow and consider that a wide option might be given in such cases without affecting the claims of a school to assistance from public funds. Mention is made in Chapter XXI of a proposal for the introduction of First Aid lectures under the St. John Ambulance Association in selected girls' schools. The following extracts from Miss Honeyburne's report are of interest :—

Steps are now being taken to have instruction in First Aid and Home Nursing given in certain selected girls' schools and from talks I have had with different members of Committees I believe that this will prove a very popular subject and I hope it will be possible to extend it in time to all girls' schools where pupils remain above the age of 13 or 14 years.

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An interesting experiment is being made in connection with the C. M. S. Mission Primary school and Lace class at Pathra in the Santal Parganas. In this hostel the girls are being taught rice cultivation and gardening, as it appears that in many cases objection is made to sending girls away to school (and there are no day-schools in most small Santal villages) on the ground that when they leave they cannot manage their rice-fields and are too old to learn. I hope the experiment will prove successful.

287. As noticed in last year's report one of the causes which tends to keep girls from school is the difficulty of conveyances, for which parents as a rule are reluctant to pay. Miss Honeyburne writes :—

The conveyance question is still one of the greatest difficulties in the education of girls of the upper and middle classes, this item being sometimes half the total expenditure of a school. Although small fees are frequently paid towards conveyances they never cover the expense, which has to be met in most cases from private subscriptions, usually an unsatisfactory method after the first year or two.

As suggested above, this reluctance to pay is not surprising at schools which are not efficiently staffed by female teachers and I hope that as the general level of the schools improves the difficulty will gradually disappear. It would certainly be undesirable to divert to the purchase of horses and carriages the limited funds available for the improvement and expansion of female education.

288. The number of Middle, Upper and Lower Primary Scholarships won by girls was 2, 5 and 71 in 1911-12 and 2, 10 and 93, respectively, in 1916-17. Mention has already been made of the recommendation of the Female Education Committee on the subject of reserving scholarships for girls and effect will be given to this as soon as funds are available to enable the new rules referred to in Chapter II to be brought into force.

289. The Associations of lady teachers at Bankipore, Ranchi and Cuttack are referred to in Chapter XXII.

290. I append extracts from the reports of the five Inspectors :—

Patna.—Of the 390 public schools for girls referred to in the first paragraph of this chapter only 102 or 26.1 per cent. had female teachers and all the rest, most of them Lower Primary Schools, were run by male teachers. Real progress in female education is inseparably bound up with the supply of female teachers. The problem offered to us for solution is to organize female education on lines likely to be acceptable to the people. Their conservatism in regard to the *pardah*, their social customs and caste prejudices are well known. *Pardah* must be maintained and this can only be done by employing female teachers. Again a low caste woman, however well educated, will not find ready access to the families of the aristocracy or even of the middle class. Hence we require not only female teachers but female teachers belonging to the higher castes. The difficulty lies in inducing high caste women to take to teaching. It is possible however that if more liberal stipends are given to female teachers than are given to male teachers under similar conditions, and if the female teachers are given facilities for carrying on instruction in *pardah* under strictly female supervision, we may yet hope to achieve some success.

Tirhut.—The system of female education has been at work for a long time and although the figures show a fair expansion in girls' education during the quinquennium it is quite clear that its condition is yet far from satisfactory, as of the total number of girls of school-going age only 3.0 per cent. are receiving education in all classes of schools. The obstacles in the path of progress are very serious. They are rooted deep in the nature of the people and the conditions that prevail in the society, the most important among them being the *pardah* system. At present in the majority of cases only small girls are allowed to attend *pathshalas* and they are taken away from them as soon as their work begins to take some shape, as it is deemed proper for them to observe *pardah* against the teachers, who are males. What is therefore needed to make the system of female education a real success is the supply of female teachers in adequate numbers and the provision of an increased female inspecting agency. A liberal scale of salaries may induce educated females to take up teaching work even out of *pardah* and at distant places and the strengthening of the female inspecting staff will prove helpful in opening new schools for girls. The creation of a separate female inspecting agency for the province and for this division has been a move in the right direction but the number of officers is too small to be effective to any considerable extent. It would therefore be very desirable to push through the scheme still further by the appointment of female inspecting officers, one for each district. This will not only insure the supervision and inspection of girls' schools at short and regular intervals but at the same time provide facilities for frequent opportunities of mixing with the *pardahnashin* ladies which must be considered a very important means for the expansion of female education.

Bhagalpur.—The education of girls among the higher castes of Hindus and well-to-do Muhammadans is not so backward as our statistics prove. For every one girl at school there are at least 10 who receive education at home at the hands of their male and female relatives. Education in India both of males and females has been more of the nature of a domestic than of a public concern and the tradition still lingers in the case of female education. The only hope of rapid expansion in female education of the departmental type lies in the encouragement of what are called mixed schools for children up to 10 years, for there are villages where girls cannot be found in sufficient numbers to form a school for their special benefit. Female education suffers not so much for want of female teachers as for the natural disinclination of Indian parents of the higher classes to send their girls to a public school; but this disinclination is gradually dying out and it is not unusual to find girls of respectable classes of over 14 years old at school. Strange though it may seem, primary education for females is more advanced in rural than in urban areas and the cause of this seems to me to be found in the social life of the areas; the life in rural areas is more homogeneous, a fact which is favourable to the appearance of girls in the school of the village, and the will of a few people, to whom the rest of the population looks for guidance, is supreme and fashions the course of action of the bulk of the people; whereas this is not the case in urban areas, where there is a miscellaneous society and where each man looks to his neighbour to take the initiative and no one will follow the lead of any. Relatives and male neighbours, more especially if elderly, make excellent teachers for girls, and female teachers, even when available, are as a rule inefficient and are looked upon with some amount of suspicion.

Orissd.—On the whole in all the districts save Sambalpur the education of girls has advanced during the quinquennium at a fairly satisfactory rate. The problems of securing better attendance and of keeping the girls at school until the end of the Lower Primary stage at least are still the main ones. These can only be solved (1) by securing trained female teachers, (2) by making primary school buildings and grounds more private and secluded and (3) by giving all girls in the Primary standards small stipends monthly. Unless steps are taken in these three directions no real progress towards higher education is possible, though the increase in numbers during the quinquennium would appear to indicate that the people are awakening to an appreciation of the benefits of education for their girls. Stipends are in my opinion necessary, at any rate for some time, as otherwise the girls' services are in demand at home for house work, etc., as soon as they have ceased to be infants.

Chota Nagpur.—There has been an advance in quantity but the same is scarcely true of quality, as the subjoined extracts from the Hazaribagh and Ranchi reports will show:—

“The schools are in an extremely bad condition. Though the pay has been increased from Rs. 4 to Rs. 9 a month the schools have not improved in efficiency. In the majority of cases age is the only qualification of the *gurus*. They are mostly the rejected and superannuated teachers of the local boys' schools. Progress is therefore poor and discipline is lax and the schools are badly housed and badly equipped.”

“Lower Primary schools for girls are losing their popularity every day. This in my opinion is due mainly to the absence of qualified female teachers of respectable character and also to the half-hearted manner in which the male teachers do their work in the Lower Primary Schools for girls”.

We certainly want more trained women teachers but great care must be taken in their selection. It is seldom wise to send an unmarried teacher to work at any place where she has no relatives with whom she can live. One Deputy Inspector also suggests that women teachers cannot so easily go round canvassing for pupils as men can and that consequently an

increase in numbers is more likely where the schools are taught by men. I am not sure how far this is true if the teacher belongs to the village from which she seeks to get pupils: otherwise no doubt it is the case.

With all deference to Rai Bahadur Bhagwati Sahay I cannot agree that rapid expansion can be attained by a policy of co-education. Although it is true that the offer of higher stipends in girls' schools has had the effect of causing additional schools of that class to be opened and thus of withdrawing girls from boys' schools, nothing has been done during the past five years with the intention of discouraging mixed schools, and this being so the fact that the number of girls in boys' schools is slowly falling even in years like 1916-17, when the number of girls' schools fell by 236, seems to me to indicate that co-education is not very popular. The other Inspectors all point to the need for more trained women teachers and this seems to me to be the first difficulty which must be surmounted. As regards the inspecting staff I fully agree with Rai Sahib Baldev Misra, but here again the question of cost is a serious difficulty, for women suitable for inspecting work do not appear to be obtainable on pay less than that of the Provincial Service. I am not in favour of forcing the pace by the grant of stipends as suggested by Mr. Duke: when we get an adequate supply of competent women teachers there ought not, I think, to be much difficulty in keeping girls at school. It is a common experience that they stay longer in those schools which have popular and competent mistresses.

CHAPTER XIV.

European Schools.

291. The European Schools in Bihar and Orissa still work under the Code of Regulations for European schools in Bengal published in 1910. The number of Europeans and Anglo-Indians in Bihar and Orissa is only 9,499 and of these a large proportion belong to classes who either send their children abroad for education or send them to Hill Schools in other Provinces. Again, many of our pupils pass on to Hill Schools after completing the first part of their course here and reaching an age when their retention in the plains would be likely to be detrimental to their health, while the pupils of railway schools are continually going backwards and forwards between this province and Bengal.

292. For those children who remain in the province for their education there are four Boarding schools (two at Bankipore and two at Cuttack) and 15 schools maintained by the railways. During the quinquennium two new Railway schools were opened at Gaya and Gomoh and these, like the 17 schools which were in existence on April 1st, 1912, receive aid from public funds.

293. The number of schools being so small a whole-time Inspector is not required for them and throughout the quinquennium their supervision has been entrusted to the Inspector of Schools of the Chota Nagpur Division in addition to his other duties. The Inspector complains that though he can manage to visit each school at least once a year, his work in the Chota Nagpur division does not leave him sufficient leisure to study thoroughly the problems connected with European schools. The justice of this complaint has been admitted and an application has already been made for the creation of a post in the Indian Educational Service for an officer who will discharge the three-fold duty of Inspector of European Schools, Registrar of Examinations and Secretary of the Text-Book Committee.

294. A European day school was started by S. P. G. Mission at Ranchi in 1912 but had a short life. There is, however, a wish for a European boarding school at Ranchi among many parents who desire to send their children to a climate, which while cooler than that of the plains is not so cold as to render necessary the purchase of an expensive outfit of warm clothes. Moreover, Government servants in this Province find it difficult to secure

admission for their children to the two Government Hill schools in Bengal, at each of which there is a long waiting list, and if they send them to other Hill schools they have to pay the full fees irrespective of their salaries. And thirdly, the poor non-official European has nowhere a chance of securing education for his children at the graduated scale of fees which is allowed to Government servants at the two schools referred to but has to pay the full fees except for such assistance as he may get in the shape of scholarships. The question of establishing a school to meet this demand is now under the consideration of the authorities of the S. P. G. Mission.

295. There are three centres in the Province at which there is a considerable European population, but which have as yet no European schools. These are Sakchi and the Rakha mines in Singhbhum and the Jharia coal-field in Manbhum. Proposals for establishing schools at the two former are already under consideration but the size of the Jharia coal-field is so great that the establishment of a day school there would not meet the problem. The Inspector of European Schools is now carrying out a survey with a view to ascertaining whether the scholarships available for Europeans and referred to later in this chapter are sufficient in number to meet the needs of poor Europeans on the coal-field, as well as elsewhere in the Province, who have no day school within reach and cannot afford to pay the full fees at boarding schools.

296. The number of Europeans and Anglo-Indians in the Province being so small, fluctuations in the number of schools and pupils must necessarily be confined to narrow limits. The number of schools, as already mentioned, rose by two during the five years while the number of pupils rose from 975 in 1911-12 to 1,125 in 1915-16 and fell again to 1,094 last year. The curtailment of railway facilities owing to the War was partly responsible for a drop of 26 pupils in the E. I. Ry. schools in 1916-17. All the schools except four are mixed schools and the classification therefore varies from year to year according as the number of boys or girls predominates, while as regards status changes occasionally take place at the smaller Railway schools which sometimes have pupils in the middle or upper primary classes and then lose them on the transfer of the parents. At the end of the previous quinquennium eight schools were returned as Middle English, namely the four boarding schools, the B. N. Ry. schools at Chakradharpur and Khurda Road and E. I. Ry. schools at Jamalpur and Buxar. Last year the total was the same, but the the B. N. Ry. school at Adra has taken the place of the school at Buxar. During the quinquennium St. Michael's School at Kurji and St. Joseph's Convent at Bankipore were provisionally recognised by the Cambridge University Syndicate as secondary schools, but both require further improvements to their buildings before they can be permanently recognized as such. The Protestant European school at Cuttack was permitted to teach the secondary course but the experiment proved unsuccessful and has been dropped. The average cost of educating a pupil in each class of school in 1916-17 was as follows :—

Class of School.	Average number of pupils.	Total direct expenditure.	Average cost for each pupil.
1	2	3	4
		Rs.	Rs. a. p.
M. E. Schools for boys	442	55,219	124 14 11
girls	329	41,382	125 12 6
U. " Schools for boys	82	8,016	97 12 1
girls	44	4,830	109 12 4
L. " Schools for boys	48	5,025	104 11 0
girls	16	2,193	137 1 0
Technical Schools for boys	90	3,103	34 7 8

There were 52 Europeans in colleges and schools for Indians during 1916-17 as against 65 in 1915-16 and 14 in 1911-12. The figure for 1916-17 includes 31 attending the mining classes in Manbhum. The number of Indians in European schools was 20 in 1911-12, 18 in 1915-16 and 19 last year.

297. The only Technical school is that maintained by the E. I. Ry. at Jamalpur for their European apprentices. The subjects taught are Mechanical Drawing, Applied Mechanics, Mensuration, Elementary Algebra, and the theory of the Steam-engine. The boys work in the school for four hours a week in addition to 45 hours in the workshops. Attendance is compulsory for the apprentices and the work done in the school as well as that in the workshops is taken into account when fixing their salaries at the end of the five years' course. The school is regularly inspected by the Inspector of Technical Schools. The number of pupils is 70.

298. The number of pupils in the different stages of instruction has been as follows :—

	Middle Stage.		U. P. Stage.		L. P. Stage.		Special.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
1	2	3	4	5	6	7	8
1911-12 ...	77	75	100	102	276	277	68
1915-16 ...	122	83	105	123	314	304	74
1916-17 ...	109	81	120	117	308	289	70

299. The number of teachers has risen from 76 in 1911-12 and 90 last year to 96 this year, and the number of trained teachers from 21 to 35 and 40. The number of certificated teachers other than trained teachers has fallen from 13 in 1911-12 to 9 in each of the past two years. A male teacher is sent every year to the Government Training class at Sanawar for a two years' course. While there he receives a stipend of Rs. 40 from Provincial revenues. No arrangements have yet been made for training women teachers from this Province. Proposals were mooted for establishing a Training class in connection with the Convent at Bankipore or with that at Cuttack, but they had to be abandoned. The Inspector now proposes to defer action in this direction until the question of establishing a boarding school at Ranchi, to which reference has already been made, is determined. It would clearly be useless to establish a Training class without a strong practising school. The number of graduate teachers has been 4 in each of the past 2 years against one in 1911-12.

300. In addition to the stipend of Rs. 40 referred to in the previous paragraph, four Junior Secondary scholarships, two Junior Elementary scholarships and one Higher Elementary scholarship are awarded annually from Provincial revenues. The value is Rs. 12 in each case and the period of tenure is two years, though the Higher Elementary scholarship may be renewed for a further period not exceeding three years at the discretion of the Director. The Junior Secondary scholarships are awarded on the result of the Cambridge Junior School Certificate Examination and the Junior Elementary scholarships on the result of the Elementary School Certificate Examination. The former are tenable in Standards IX and X of Higher Secondary Schools, and the latter in Standards VII and VIII of Secondary Schools, or by pupils who take one of the practical courses at a Higher Elementary School. The Higher Elementary Scholarship is awarded annually to a pupil who wishes to take up an approved course in a recognized institution for professional or technical instruction.

301. The Imperial recurring grant of Rs. 25,000 made in the year 1912-13 has been of great value in improving European education. It was decided in 1912 to spend the major part on recurring charges of three kinds, namely,

scholarships, free studentships and extra salary grants, while any balance not required for these charges was to be devoted to capital expenditure. The scholarships first created were 8 of Rs. 30, 20 of Rs. 20 and 32 of Rs. 10: they were to be tenable for any period up to four years "by children of poor parents who have no European day schools within reach (*vide* article 48 of the Code) and by children who have completed the elementary course or at least passed Standard IV and wish to prosecute their studies further (*vide* articles 107 and 108)." It was some time before the creation of these scholarships became generally known and in the meantime in the absence of competition many parents who could well have done without them profited: by last year however the number of applicants had become so large that more precise rules had to be laid down as to the persons eligible and accordingly it was decided that "a poor parent" should be defined as one whose salary does not exceed Rs. 100 if he has only one child, Rs. 115 if he has two and so on. This rule has greatly reduced the number of applicants and the Inspector has also found it a useful guide when determining the eligibility of children for free boarding grants under article 46 of the Code. The value of the scholarships has also been slightly altered as it appeared unwise to invite poor parents to send their children to expensive schools by the offer of scholarships of so high a value as Rs. 30: the amount now given is Rs. 15 in the case of scholarships under article 48 of the Code and Rs. 20 to Rs. 10 in cases coming under articles 107 and 108.

302. The number of free studentships originally sanctioned was 50 and their value was to be of Rs. 2 each. They were intended for day-scholars. Very few of them were taken up, partly because the fees at day schools are low and partly because the amount offered was so small. Recently the number of these grants has been reduced from 50 to 10, the sum set free being added to the total of Rs. 11,520 already available for scholarships making Rs. 12,480 in all. Proposals are also under consideration for raising the value of the surviving free studentships from Rs. 2 to Rs. 3.

303. Special salary grants are now given to the four Boarding schools to enable them to maintain staffs upon a scale calculated by the department with reference to the requirements and finances of each school. The amount given is Rs. 200 to St. Michael's School at Kurji and Rs. 100 in the other three cases. At St. Michael's Rs. 100 was given to enable a sixth member of the Brotherhood to be employed and Rs. 100 to enable the salaries of the first three lay teachers to be raised to Rs. 200, Rs. 160 and Rs. 150 respectively. At St. Joseph's Convent at Cuttack the grant was given to enable a trained teacher to be added to the staff, thus setting free an untrained lady for the supervision of the hostel. At St. Joseph's Convent at Bankipore the school authorities are required to maintain a staff consisting of six lay teachers including at least one graduate, each to be paid a salary of not less than Rs. 100, three lay teachers of music and needle work and seven members of the religious order; while at the Protestant European school at Cuttack the requirement is that not less than Rs. 615 a month shall be spent on salaries and the number of teachers shall not be less than 5, of whom two must be graduates and two must have been trained. At the day schools grants were given in 1912 to enable the following scales to be maintained:—

Number of pupils.	Number of teachers.	Pay of teachers.	Contingen- cies.	Total.
1	2	3	4	5
		Rs.		Rs.
15 or less ...	1	80	15	95
15 to 20 ...	2	80, 60	20	160
20 to 30 ...	2	80, 60	30	170
30 to 40 ...	3	80, 60, 60	40	240
40 to 60 ...	4	100, 60, 60, 60	60	340
60 to 100 ...	5	100, 80, 60, 60, 60	60	420
Over 100 ...	7	120, 80, 70, 60, 60, 60, 60	70	580

Since then these scales have been generally followed except that in very small schools an untrained assistant on Rs. 30 is sometimes accepted as adequate and a reduced grant is given accordingly. The effect of these grants may be seen in the increase in the number of trained teachers, to which allusion has already been made.

304. The figures for expenditure are as follow :—

	1911-12.	1915-16.	1916-17.
1	2	3	4
	Rs.	Rs.	Rs.
Provincial Revenues	53,663	1,18,112	85,925
Local Funds ... ..	...	1,808	...
Fees	44,163	77,727	58,238
Other sources	44,839	60,581	68,600
Total	1,42,665	2,58,228	2,12,765

The provincial contribution in 1911-12 included no building grants but on the basis of the figures for that year the budget grant for European schools was fixed at Rs. 55,000, exclusive of Rs. 1,000 for cadets. As practically the whole of this allotment was required for the ordinary maintenance and free boarding grants, little would have been left over for non-recurring expenditure, had it not been for the Imperial grant of Rs. 25,000, and for savings from other Imperial grants. With help from these two sources a number of projects have been financed. St. Michael's School at Kurji has received in all Rs. 96,09 for twenty different projects including the acquisition of additional land, remodelling of existing buildings, construction of new buildings and purchase of furniture and equipment. The money has been admirably spent and the school is now approaching the standard which it is reasonable to expect from a school recognized as fit to present pupils for the Junior School Certificate. St. Joseph's Convent at Bankipore has received Rs. 61,660 for re-building part of the Convent, for the purchase of an additional plot of land and for the erection of a segregation hospital thereon. Here somewhat larger improvements are required before the school can receive permanent recognition by the Cambridge University Syndicate. St. Joseph's Convent at Cuttack has received Rs. 23,982 for the erection of a dormitory, levelling the playground and the purchase of furniture. The East Indian Railway schools at Gaya and Jamalpur have received Rs. 5,096 and Rs. 6,352, respectively, for new buildings, and the Protestant European School at Cuttack Rs. 770 for the improvement of its furniture. In addition to the above, grants of Rs. 9,250 have been paid towards the cost of a Bihar and Orissa cottage in connection with St. Andrew's Colonial Homes at Kalimpong and of Rs. 6,000 for a hall for the Young Women's Christian Association at Jamalpur. The total sum paid in non-recurring grants has thus averaged practically Rs. 42,000 a year and the Inspector considers that at any rate for the next five years a similar sum will be required, though in view of the limited number of Europeans and Anglo-Indians to be educated in the Province it seems likely that when once the schools have been put in order a much smaller sum will suffice. The question of making an annual allotment for non-recurring grants from Provincial revenues as contemplated by Article 58 of the Code, so that the long list of pending projects may be worked off with reasonable rapidity, is under

consideration. Details as to the expenditure on buildings, furniture and apparatus during the five years are given below. It will be noticed that the expenditure from Provincial revenues is shown as Rs. 2,11,515 against Rs. 2,09,919 detailed above; the difference is due to the fact that small sums from the ordinary maintenance grants were spent on non-recurring charges.

Source of expenditure.	Middle English Schools.	Primary Schools.	Special Schools.	Total.
1	2	3	4	5
1912-13.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues including Imperial grants.	8,783	...	...	8,783
Subscriptions and other sources ...	14,422	805	165	15,392
Total ...	23,205	805	165	24,175
1913-14.				
Provincial Revenues including Imperial grants.	25,566	2,546	5,000	33,112
Subscriptions and other sources ...	20,385	1,053	...	21,438
Total ...	45,951	3,599	5,000	54,550
1914-15.				
Provincial Revenues including Imperial grants.	86,819	2,548	4,250	93,617
Subscriptions and other sources ...	22,643	1,106	...	23,749
Total ...	1,09,462	3,654	4,250	1,17,366
1915-16.				
Provincial Revenues including Imperial grants.	58,735	75	...	58,810
Subscriptions and other sources ...	10,978	1,094	...	12,072
Total ...	69,713	1,169	...	70,882
1916-17.				
Provincial Revenues including Imperial grants.	11,193	...	6,000	17,193
Subscriptions and other sources ...	10,182	545	...	10,727
Total ...	21,375	545	6,000	27,920

305. The decline in the expenditure from Provincial revenues last year is due to a decrease in the sum spent on building grants, the only considerable items sanctioned being Rs. 5,853 for the acquisition of a site for quarter

for the lay teachers of St. Michael's School at Kurji, Rs. 2,540 for protecting the same from erosion and Rs. 6,000 for a hall for the Young Women's Christian Association at Jamalpur. The apparent decrease in the receipts from fees last year is due to an error in the returns for the previous year which caused an excess under this head with a corresponding decrease under the head "Other Sources". Statistics as to the sums paid in fees are given below :—

Class of School.				Number of pupils.	Amount paid in tuition fees.	Amount paid in other fees.
1				2	3	4
					Rs.	Rs.
Middle English	...	...	...	834	26,397	23,914
Upper Primary	...	...	...	122	2,749	173
Lower Primary	...	...	...	68	3,261	Nil.
Technical	...	...	...	70	1,741	Nil.
Total				1,094	34,151	24,087

306. In 1911-12 no schools were eligible to send up candidates for the Cambridge Examinations, but 21 out of 33 passed the Elementary School Certificate Examination. In 1915-16 and 1916-17 the figures have been—

1	1915-16.		1916-17.			
	Candidates.	Passed.	Candidates.	Passed.		
2	3	4	5			
Junior Local Examination	8	7	11	9
Preliminary Local Examination	24	24	29	27
Elementary School Certificate Examination	9	7	12	7

The Elementary Examination is still kindly conducted by the Inspector of European Schools, Bengal. The question of the suitability of the Cambridge Examinations to Indian conditions has recently been under discussion and a report on the subject has been submitted. The heads of the two schools concerned in this Province desire their retention.

307. The number of boarders was 445 in 1911-12, 481 in 1915-16 and 464 in 1916-17, and the cost in the latter year amounted to Rs. 58,286. The monthly cost has thus been about Rs. 10-8-0 a head. In calculating the sum paid in hostel fees the Inspector has assumed that where a consolidated fee is paid Rs. 3 out of that fee should be reckoned as the tuition fee in secondary schools and Rs. 2 in other cases. In previous years no fixed principle was followed. The free boarding grant of Rs. 8 a month is scarcely adequate in amount and a proposal for raising the figure to Rs. 10 has been submitted.

308. The cadet corps in connection with St. Michael's School at Kurji, the only one in the Province, has varied in strength from 71 in 1911-12 to 106 in 1915-16 and 116 this year. The passing of the Indian Defence Force Act, which renders boys under 16 ineligible for enrolment as cadets, will reduce the strength of this corps to about 15. St. Michael's School has, however, already a troop of Boy Scouts which was started last year, and many of the boys who cease to be eligible for enrolment as cadets will doubtless become Boy Scouts. The question whether any grant can be given towards the cost of Scouts in the same way as the cadet grant under Article 49 of the Code is at present under consideration.

CHAPTER XV.

Muhammadan Education.

309. The Muhammadan population of the Province numbers 3,666,861 out of a total population of 34,490,084 or 10·6 per cent, while the total number of Muhammadan pupils is 110,152 out of total of 843,931 pupils in the Province or 13·1 per cent. It will thus be seen that the Muhammadan average is ahead of the average for the Province, though the figures are to some extent misleading inasmuch as the proportion of educated persons is more uniform throughout all classes among Muhammadans than among Hindus, certain sections of whom are entirely illiterate, whilst the higher castes are probably more literate than the Muhammadans. The percentage of pupils of all castes and creeds to pupils of school-going age in all classes of institutions in the Province is 16·3, while for Muhammadan pupils the figure is 20·03. Again, Muhammadans form 18·2 per cent of the roll number of Arts colleges, 18·8 per cent in professional colleges and 12·4 per cent in secondary schools, so that it will be seen that it is not only in primary education that they are ahead of the general average of the community. The total number of Muhammadan pupils was 97,017 in 1911-12. In the report for 1915-16 it was remarked that the number had declined during that year by 1,977 but last year the figure rose again by 1,038, the total being now 110,152 or 13·1 per cent of the total school population as already remarked. In 1911-12 the percentage was 12·9.

310. In the year 1914 a Committee was appointed to advise Government on the subject of Muhammadan education. They considered that the problem of improving primary education among Muhammadans was essentially one of improving the *maktabs* and drafted an improved curriculum for schools of that class which will be introduced in the year 1918. They considered that where the number of boys in one place was too small to justify the establishment of a *maktab* an Urdu teacher should always be appointed if 15 or more pupils wished for instruction in that language, but thought that ordinarily it would be preferable to open a separate *maktab*. They desired untrained teachers in *maktabs* to receive stipends of not less than Rs. 5 on condition that they would present themselves for training when called upon to do so, while teachers trained in the Muhammadan Teachers' Training Schools were to receive not less than Rs. 12 and teachers who had passed the Vernacular Mastership Examination not less than Rs. 15. These rates are somewhat higher than those in force for primary schools, but in *maktabs* the fees collected are somewhat smaller, the average for each pupil being Rs. 1·28 per annum against Rs. 1·38 in a primary school. They wished *madrassas* to be aided or maintained directly by Government while *maktabs* were to be left to the management or control of local bodies. They desired a Government *madrassa* to be established at Patna and enquiries to be made as to whether any private *madrassas* would be willing to come under Government management and they sketched out courses for Senior and Junior *madrassas*, respectively. The examinations of these *madrassas* were to be conducted by a Board, which was to be constituted when the Government *madrassa* had been established. They wished an Inspector with European training to be appointed for the supervision of *madrassas* and considered that the Special Inspecting Officers for Muhammadan Education should be members of the Provincial Service. They wished to see a definite amount of accommodation reserved for Muhammadan pupils in all Government hostels. It will be seen from the following paragraphs that effect is gradually being given to the recommendations of the Committee, though it has not yet been found possible to carry them all out in full. Thus detailed proposals for the establishment of a Government *madrassa* are not yet ready for submission to Government, while the financial stringency has prevented the adoption of the scale of stipends suggested for teachers of *maktabs*.

311. Information has been given in chapter V as to the number and duties of the Special Inspecting Officers for Muhammadan Education and the Inspecting

Maulavis. As mentioned in that chapter the number of officers of the latter class is to be increased. The Patna Inspector remarks that the present Inspecting Maulavis are good Persian scholars but should receive a year's course of training in a First Grade Training School like the Head Maulavis of Training Schools for Muhammadan Teachers so that they may become acquainted with modern methods of instruction. This suggestion should be remembered when the new posts are filled up.

312. The number of Muhammadan students in Arts colleges dropped last year from 505 to 470, though the figure is still more than double of that recorded five years ago, when the total was 225. In professional colleges the number rose from 46 to 58, and in secondary schools also the number is rising steadily, having been 6,843 in 1911-12, 8,536 in 1915-16 and 8,901 last year. Figures for the proportion of Muhammadan scholars to the total number of scholars in the different stages of secondary schools are given below :—

Year.	Secondary Schools.	High Stage.	Middle Stage.
1	2	3	4
1911-12	14.5	16.6	12.4
1915-16	14.9	17.8	11.9
1916-17	13.9	17.0	10.7

313. The number of recognized *madrassas* has risen during the five years from 14 to 16 but that of their pupils has declined from 1,364 to 1,329, though the figures for 1916-17 show a rise of one school and 63 pupils. These institutions are dealt with in chapter XVIII. The total expenditure on them in 1916-17 was Rs. 27,444 of which Rs. 6,427 came from public funds.

314. The number of recognized *maktabs* continues to rise, having been 1,744 with 45,144 pupils in 1911-12, 2,361 with 57,602 pupils in 1915-16 and 2,403 with 60,321 pupils last year. In accordance with the recommendation of the Muhammadan Education Committee these institutions are now financed and treated generally in the same way as primary schools, and account is taken of them in the figures given in chapter X. The expenditure on recognized *maktabs* was Rs. 1,43,002 in 1911-12 and Rs. 2,57,997 in 1916-17, the contribution from Provincial revenues rising from Rs. 10,451 to Rs. 20,382, that from district funds from Rs. 36,658 to Rs. 98,353 and that from Municipal funds from Rs. 4,081 to Rs. 18,636. It will thus be seen that these schools are receiving much more assistance from public funds than they used to do, though the Patna Inspector remarks that the Municipal contributions towards *maktabs* have been very inadequate in the Shahabad district and in the town of Gaya.

315. At present the *maktab* syllabus differs considerably from that of Lower Primary schools and consequently pupils from *maktabs* have little chance of obtaining Lower Primary scholarships. When the new curricula are introduced this difficulty will to a large extent disappear, for the *maktab* syllabus differs only in reading, writing and optional subjects from the syllabus about to be introduced for Lower Primary schools. Nonetheless, since the two syllabuses are not identical, it would appear desirable that a certain number of Lower Primary scholarships should be definitely reserved for pupils from *maktabs*.

316. The following extract from the Patna District report is of interest :—

The present Lower Primary *maktab* syllabus does not appear to be very popular among the Muhammadan guardians because it does not admit of the teaching of Persian. The general opinion is that the Urdu books can be finished in much less time and that it is useless to keep the boys at them for four years. As a matter of fact complaints have also often been made to me that guardians do not send their boys to the *maktabs* because the teaching of

Persian is not allowed. I am of opinion therefore that if an elementary teaching of Persian is allowed in the above institutions it will do much to popularize them and will cause thereby a great increase in the number of their pupils. It may also be mentioned here that the Muhammadans as a caste have a special regard for Persian and hence they do not put a high value on a syllabus which does not admit of the teaching of that language.

It would however appear doubtful whether boys between the ages of 7 and 11 can learn a classical language with advantage and the Muhammadan Education Committee did not favour the introduction of Persian into the *maktab* course.

317. Taking special and primary schools together it will be seen that the number of Muhammadan pupils at school slightly declined in 1916-17 from 87,805 to 87,197. It will also be seen from chapter XIX that there was an increase in the number of pupils attending private institutions for Muhammadans. The number of unrecognized *madrassas* rose from 268 to 299 and that of their pupils from 4,249 to 5,007, while though the number of Koran schools declined from 220 to 180 the number of their pupils rose from 2,722 to 2,759.

318. The following extract is taken from the Ranchi report :—

The problem of Primary Education for Muhammadans in the district of Ranchi is of a peculiar nature. The district is mainly inhabited by weavers and other low class Muhammadans who have from time immemorial been accustomed to earn their bread by their respective professions. They do not like day schools and will not send their children to them. They want them to remain at home in the day time to help them. They want night schools only. But the difficulty is that these night schools have acquired a bad reputation for bad work and I feel much hesitation in granting such schools wholesale to them. If funds are available some new night schools will be opened experimentally during the year 1917-18.

The difficulty applies to other parts of Chota Nagpur also and the remedy may lie in establishing night schools and placing them under the management of Local Committees if such can be constituted.

319. As mentioned in chapter XI the number of training schools for Muhammadan teachers rose during the five years from 7 to 12 while the establishment of three more such schools has been sanctioned. A Government Training Class for Muhammadan women was opened during the quinquennium at Muzaffarpur and is mentioned in chapter XIII. The Atus or teachers of central gathering classes for Muhammadan women in the Patna and Tirhut Divisions are mentioned in the same chapter. The sanctioned number of special schools for Muhammadan girls is 17 including the Bihari Muhammadan school at Bhagalpur, though as mentioned in chapter XIII two of these have not yet been opened. In the same chapter mention is made of the fact that in accordance with the recommendation of the Muhammadan Education Committee these schools, which were first established as Government schools, are being transferred to the management of local bodies except in cases where they are likely to rise to the Middle status or to serve as practising schools for Training schools. The Government model *maktabs*, of which there were thirteen, were in accordance with the same principle transferred to the management of local bodies in the year 1915-16.

320. In the year 1914-15 Urdu teachers were appointed for those of the First Grade Training schools which were not already so provided and an experiment was begun with the teaching of Urdu in selected Guru Training schools, the object being to give the *gurus* under training a sufficient knowledge of the Urdu vocabulary and script to enable them to teach their Muhammadan pupils in that vernacular whenever necessary. In the Patna, Orissa and Chota Nagpur Divisions special teachers were appointed, while in Tirhut and Bhagalpur the teaching was done by the ordinary staff. The results have not yet been conclusive though it is reported that in Chota Nagpur the experiment has failed and that further action is unnecessary, as in that Division the Muhammadan and Hindu communities speak practically the same dialect and have no difficulty in understanding one another. In Orissa and Patna the results are stated to have been satisfactory but from Tirhut it is reported that there is a danger that the *gurus* may not be able to master the subject without prejudice to the rest of their work, and in Bhagalpur both the Inspector and the Special Inspecting Officer consider that the *gurus* trained acquire too slight a knowledge of Urdu to be of any use to them. The experiment is being continued.

321. It is difficult to give accurate statistics for boarding houses for Muhammadans, for, though in some cases separate hostels are provided, in the majority only a separate kitchen has been built. Each of the Training Schools for Muhammadan Teachers has a hostel for 16 students, while in the Patna Division 7 hostels exist in connection with *madrassas*, the number of inmates being 254. In the Tirhut Division there are two hostels attached to High Schools, one to the Muzaffarpur Training Class for women and two to *madrassas*. In the Bhagalpur Division it is reported that there are three special High School hostels for Muhammadans which provide accommodation for 22 boarders but that they are not popular as Muhammadan boys can seldom meet the cost of boarding schools. In Orissa there are three hostels for Muhammadans with 25 boarders besides that attached to the Muhammadan Teachers' Training School, and in Chota Nagpur a hostel for 8 Muhammadans has recently been opened at the Purulia Zila School.

322. At the end of the period under review 4 Muhammadan officers were serving as Deputy Inspectors, 30 as Sub-Inspectors and 3 as Assistant Sub-Inspectors. On 31st March 1912 the number was the same except that there were four Assistant Sub-Inspectors. The decline in the number of the latter officers is due to the fact that many of these posts are vacant as it is the intention to abolish them shortly. The Bhagalpur Inspector points out that it is difficult in his division to ensure that in each district the proportion of Muhammadan officers shall correspond to the proportion which the Muhammadan population bears to the total population, for in Purnea where the number of Muhammadans is largest the number of literate Muhammadans is very small, while Muhammadans from other districts are unwilling to go to Purnea owing to the unhealthiness of the climate. It is, however, desirable that the proportion should be observed as far as possible. Some difficulty is also reported in obtaining qualified Muhammadan teachers and it is a common experience that Muhammadan graduates are unwilling to accept the pay of Class VIII of the Subordinate Educational Service. The difficulty should however grow less, for the number of Muhammadan students in Arts Colleges is much larger than it was five years ago. During the five years Maulavis in the Subordinate Service were appointed for those Zila schools which previously had not such officers, though the post at Puri, where the number of Muhammadans is very small, has not yet been made permanent.

323. The following statement shows the number of middle and primary scholarships obtained by Muhammadans in the years 1911-12 and 1916-17 :—

	1911-12.	1916-17.
Middle Scholarships	18	11
Upper Primary Scholarships	7	7
Lower Primary Scholarships	41	38

In connection with the University examinations there are a number of special scholarships for Muhammadans which have already been mentioned in chapter II, viz., 5 Senior Scholarships (1 of Rs. 12, 2 of Rs. 10 and 2 of Rs. 7), 4 Junior Scholarships of Rs. 7 and 1 Post-graduate Scholarship of Rs. 30, all of which are awarded annually and are tenable for two years.

324. An approximate statement of the expenditure devoted exclusively to the education of Muhammadans is given below :—

	Rs.
Special inspecting staff (including Inspecting Maulavis and the Lady Superintendent of Atus)	23,412
Recognized <i>madrassas</i>	27,444
Recognized <i>maktabs</i> (including model <i>maktabs</i>)	2,57,997
Training Schools for Muhammadan Teachers	27,346
Muzaffarpur Training Class	2,297
Atus	5,160
Special schools for Muhammadan girls (including the school at Bhagalpur)	8,568
Special scholarships	2,496
Private institutions	19,842
Total	3,74,662

325. A sum of Rs. 3,200 from the proceeds of the Mohsin Fund is spent annually in this Province on the part payment of the fees of Muhammadan pupils in colleges and schools. The Muhammadan Education Committee considered that, in view of the urgent need of assistance of poor Muhammadan students in colleges, the sum allotted to schools should be curtailed, but at the same time the Inspectors are continually pressing that the amounts allotted to their divisions should be increased. It is obviously not possible to satisfy all parties when the sum available is so small.

CHAPTER XVI.

The Reformatory School.

326. Since the closing of the school at Alipore in the year 1908, the Reformatory School at Hazaribagh has served the three Provinces of Bengal, Bihar and Orissa and Assam. In consequence its roll number is much larger than that of other schools of the same class in India, the average for the five years having been no less than 433. At the end of the quinquennium the roll number was 459 against 461 both on the 31st March 1912 and on 31st March 1916. It is scarcely possible for the Superintendent to make his personal influence felt by such a large number of boys and it is therefore to be hoped that as soon as the financial situation improves it will be possible for arrangements to be made for the school to be reserved for boys from Bihar and Orissa. The number of such boys on 31st March 1917 was 152, while of the remainder 290 came from Bengal and 17 from Assam.

327. In the year 1912 Government directed that a special Committee consisting of the Commissioner of the Chota Nagpur Division, the Director of Public Instruction, the Inspector-General of Prisons and the Executive Engineer should meet annually to discuss the different needs of the school. The Deputy Director of Agriculture in Chota Nagpur has since been added to their number. It is on the advice of this Committee that the capital expenditure referred to in the two following paragraphs has been undertaken. The Inspector of Schools was at the same time made a member of the Visiting Committee in place of the Deputy Inspector. The Inspector of Technical Schools has visited the Reformatory frequently during the period under review and his advice has been of much value in connection with the industrial training of the boys. A new Code of Regulations, embodying a number of important orders which had been issued subsequent to the amalgamation of the school at Alipore with that at Hazaribagh, was approved by Government and brought into force in the year 1914.

328. The fact that a large reduction in the size of the school is in contemplation has naturally restricted expenditure on the buildings, but during the earlier part of the period under review considerable sums were spent, especially with a view to making the school more healthy. Of these the two chief were the provision of a set of waterworks and drainage arrangements for the combined use of the Jail and the Reformatory at a cost of Rs. 96,564 and the remodelling of six out of the seven dormitory blocks at a cost of Rs. 71,819. It has been found possible to evacuate the other block and to distribute most of the boys from it among the six improved dormitories; the remainder are accommodated in another part of the school buildings, which was used as a dormitory before. In this way all the boys have been provided with suitable and well-ventilated sleeping accommodation, and in consequence of this, and probably also of the re-introduction of a meat diet in the year 1913-14, there has been a great improvement in the health of the school. In the year 1912-13 six boys died and five had to be made over to their parents owing to continued serious illness. During the next four years only seven boys died in the school while the same number were made over to their parents owing to ill-health. The number of boys admitted to the hospital has, however, fluctuated considerably, the figures having been 331, 232, 142, 264 and 411, respectively. The increase during last year was due mainly to malaria and chicken-pox.

329. Among the other improvements effected in the buildings have been the construction of a house for the Superintendent, a punishment ward, a segregation hospital, and an ophthalmic ward, operation room and mortuary, while the play-ground has been levelled and tents have been purchased for use in case of epidemics. A project for erecting a new workshop at a cost of Rs. 57,000 has been sanctioned while another for the erection of a dairy at a cost of Rs. 11,000 has been abandoned as being too expensive.

330. In April 1912 the staff of the school was re-organized according to a scheme sanctioned by the Government of Bengal. The subsequent changes have been the appointment of a Foreman Instructor, the transfer of the vernacular teachers to the Vernacular Teachers' Service and of the clerks to the Ministerial Service, the appointment of 13 additional guards and the abolition of the post of an English teacher. The school now teaches only up to the Lower Primary standard, though boys who have passed that standard are given special instruction in drawing. In addition to Agriculture the number of trades taught is 14, namely, (1) Carpentry, (2) Painting and Polishing, (3) Tin Work, (4) Blacksmithy, (5) Tailoring, (6) Weaving, (7) Cane and Bamboo Work, (8) Shoe-making, (9) Book-Binding, (10) Typewriting, (11) Cooking, (12) Band, (13) Pottery, and (14) Dhobi's Work. Five trades were discontinued during the period under review, namely, (1) Composing, (2) Printing, (3) Masonry, (4) Sweeping and (5) Domestic Service. Even with this curtailment the number of trades taught remains large and it would obviously make for administrative convenience if it could be reduced, but it is useless to teach boys trades which they will not follow after they leave school and to a large extent the question of caste determines what trades they will take up. The question of abolishing the teaching of Book-binding, Typewriting and Pottery and of reviving the Masonry class is under consideration.

331. During the year 1915-16 the admission to the school of boys belonging to criminal tribes was prohibited. The Reformatory School Code also prohibits the sending to the school of boys who are suffering from epilepsy or who are deaf and dumb, but in spite of this rule a few such boys are occasionally sent and it is very difficult to arrange for their instruction. At the end of the period under review the number of deaf and dumb mutes in the school was two, but all the epileptics had been discharged.

332. One of the weak features of the school is the small number of boys released on licence, the chief difficulty in this regard being the fact that Hazaribagh is at some distance from any industrial centre. During the five years only 12 boys were released on licence but the number so released in 1916-17 was six, and I trust that this improvement will be maintained.

333. As regards the connection of the school with the war, the Superintendent writes as follows :—

During the past 5 years, 6 boys have enlisted in the Military Bands at Kamptee and Secunderabad. Two of these have been sent with the Expeditionary Forces. One is a prisoner of war and the other has returned to India on an invalid pension. The remainder are still in military service. One ex-pupil, who obtained a certificate for ambulance work from the St. John Ambulance Association while at the school, went to England and to Australia employed on board a vessel as a *khalasi*. On his return from Australia to England he secured work as a hospital attendant in the Hospital for Indian troops at Brighton. There are now 4 ex-pupils in Mesopotamia. One was sent direct from the school as a book-binder at the Government Press, Basra. The remainder are in artizan and labour corps and obtained work through the Recruiting Officer at Calcutta. Seventy-eight boys of the school have volunteered for work in Mesopotamia and their cases are now under the consideration of Government.

334. During the year under report there were a few breaches of discipline at the school. Three boys were convicted of thefts from the stores and in connection with the same case it was found necessary to remove a *mistri* from Government service. In another case a guard was sent to jail and two others were removed from the service of Government, while another guard was removed from Government service for allowing a boy to escape. Better arrangements have now been made for keeping the stores and I trust that no more cases of theft will occur.

335. The average cost of a pupil in the Reformatory School during the past year was Rs. 256.6, which is somewhat higher than that of other Reformatory

schools in India. The average sum per head credited into the treasury adjusted by book transfer against other departments or representing the cost of articles supplied by the school itself, was Rs. 37·5, leaving the net cost at Rs. 219·1. It has been suggested that this figure is unnecessarily high and investigations have been made as to whether it can safely be reduced. The matter is still under discussion but I may note that the fact that the cost is so high is to a large extent accidental, for it so happens that of the four senior officers of the school three have already reached the maximum pay of their appointments, while the Deputy Superintendent, who is a member of the Provincial Service, has been granted five extensions of service and has thus reached a pay higher than that which an officer in his position would normally draw. One direction in which expenditure might be curtailed is by abolishing the special staff of two Deputy Inspectors which is now maintained for the superintendence of ex-pupils of the school and which costs a sum Rs. 12,000 a year. This point again is under consideration.

336. During the past five years 647 boys have been struck off the strength of the school, of whom 13 have died, 35 have been transferred to other institutions, six have escaped, 57 have been made over to the custody of their parents or guardians, 14 have been acquitted on appeal or retrial, 12 have been licensed and two have been convicted of offences while in the school and have been sent to prison. The boys who escaped were all recaptured and taken back on to the strength of the school in due course. Of the remaining 508, 305 are employed, 14 are unemployed, 97 have been re-convicted, 53 have been placed under police surveillance, 15 are dead and 24 are untraced. It will thus be seen that the school has been successful in preserving 319 out of 493 or 64·7 per cent. of the surviving ex-pupils from relapsing into crime, and this is the standard by which its success must be measured.

CHAPTER XVII.

The Education of Special Classes.

337. There is no institution in the Province specially designed for the education of children of the upper classes, though during the period under review a hostel for the sons of *zamindars* was constructed in connection with the Ranchi Zila School. The cost amounted to Rs. 51,797 and was met from public subscriptions collected in the year 1907 when the scheme for a model college at Ranchi was under discussion. Accommodation is provided for 30 students. The building is further described in Chapter XX.

338. In previous years figures have been given in the reports for the number of aborigines and indigent Hindus and Muhammadans at school, but it has been pointed out that these figures were of little value as no clear orders had ever been issued as to the tribes to be reckoned as aborigines or in any way defining the term 'indigent'. This year instructions were issued that the following tribes should be classed as aborigines :—Asur, Birhor, Bhuiya, Bhumij, Chik, Gond, Ghasi (animist), Ho, Kandh, Kharwar, Karmali, Kharia, Kora, Korwa, Lohar (in Chota Nagpur and Sambalpur), Mahli, Male (Sauria Paharia), Malpaharia, Munda, Oraon, Santal, Savar, and Tharu. The total strength of these tribes at the time of the last census was 3,674,442 persons of whom 199,293 were Christians.

339. Again it has been decided that instead of the figures for indigent pupils information shall be given for untouchables and for members of criminal tribes. The following are the castes reckoned as untouchables:—

Name of caste.	Area in which they are regarded as untouchables.
1	2
Bhangi, Dom, Halalkhor, Hari, Mehtar and Turi ...	Whole Province.
Ahir-Gaura	Angul.
Bauri, Ghusuria, Gokha, Kela, Mahuria, Siyal	Cuttack, Puri and Balasore.
Chamar, Dhoba, Muchi	Cuttack, Puri, Balasore and Sambalpur.
Ghasi (Hindu)	Angul and Sambalpur.
Kandra, Pan	Orissa,
Ganda	Sambalpur.

The total strength of these castes, exclusive of Bhangis, for whom no figures are available, was 1,109,724 at the time of the census of 1911. In addition, the castes of Kaibarta and Kewat have this year been returned as untouchables in the districts of Cuttack, Puri and Balasore, though in future they will be excluded. Their total strength is 126,576.

340. The criminal tribes include Dharis, Dhekarus and Karwals and a certain number of members of other castes who have been registered under the Criminal Tribes Act. Their total strength, so far as can be ascertained, is now 9,581.

341. The following statement shows by Divisions the number of aboriginal pupils at school:—

Division.	Christian Aborigines.		Non-Christian Aborigines.	
	Male.	Female.	Male.	Female.
1	2	3	4	5
Patna ... ..	...	...	15	...
Tirhut ... ..	...	...	226	5
Bhagalpur	795	554	12,232	497
Orissa (including Angul)	50	22	3,341	379
Chota Nagpur	13,495	4,594	18,438	615
Total	14,340	5,170	34,252	1,496

Separate figures have been given for Christian and non-Christian aborigines, and it will be noticed how superior the figures for the former are to those for the latter, the percentage of Christian aborigines at school being 9·8 and that of non-Christians 1·0, a striking testimony to the work of the Missions. It should be added that even in the case of aborigines comparison with the figures given in previous years is misleading, inasmuch as the figures then published included certain castes, which are not now reckoned as aboriginal.

342. Mention has been made in Chapter V of the special staff of Sub-Inspectors appointed for the supervision of the schools for aborigines in Ranchi and the Santal Parganas. These Sub-Inspectors work under two Special Deputy Inspectors, one of whom is in charge of the aboriginal schools in the Santal Parganas while the jurisdiction of the other extends to the whole of Chota Nagpur. The two Sub-Inspectors in the Kolhan, a part of Singhbhum mainly peopled by Hos, are aborigines. As regards the training of aboriginal teachers, at the beginning of the quinquennium three of the Government Guru Training Schools in the Ranchi district were reserved for aborigines as were three such schools in the Santal Parganas, one of which was managed on behalf of Government by the C. M. S. Mission. The arrangements in the Santal Parganas have proved satisfactory and are still in force, but in the Ranchi district it has been found better to entrust the training of aboriginal teachers entirely to Mission agency and three Mission Training Schools have been established in that district as described in Chapter XI. It should also be mentioned that of the seven Mission Training Classes for women, mentioned in Chapter XIII, five, of which four are aided, are intended mainly for aborigines. Again, mention has been made in Chapter II of the special post-graduate, Senior and Junior Scholarships reserved for aborigines. In the Santal Parganas the following special scholarships for Santals are awarded annually from the district fund :—

- (1) Two Middle scholarships of Rs. 6 a month each, tenable at the C. M. S. High School, Bhagalpur.
- (2) Two scholarships of Rs. 10 a month each tenable in the Kalimpong Lacc School.
- (3) Four scholarships of Rs. 16 a month each for the study of arboriculture at Sibpur.
- (4) One scholarship of Rs. 15 a month tenable at the Veterinary College at Belgachia.

Mention is made in Chapter XXIII of the text-books published during the five years in the Mundari, Santali and Kui languages.

343. It is impossible to give even an approximate estimate of the sum spent on the education of aborigines. There are large areas in which practically the whole population is aboriginal and where in consequence it would be almost correct to say that the whole expenditure on schools was intended for their benefit, while in other areas one might fairly say that half of the expenditure was incurred on their behalf and so on. Taking into account, however, only those charges definitely intended for their benefit the expenditure may be given as follows :—

	Rs.
Special inspecting staff	15,212
Three Government Guru Training Schools	5,868
Three aided Training schools for men	9,000
Four aided Training classes for women	4,704
Special Senior and Junior scholarships	2,400
Special District Fund scholarships	2,664
Total	39,848

344. The number of untouchables at school in the different Divisions is given below :—

Name of Division.	Male.	Female.
I	2	3
Patna	132	13
Tirhut	969	68
Bhagalpur	479	25
Orissa (including Angul)	13,396	1,575
Chota Nagpur	2,868	316
Total ...	17,844	1,997

345. In the year 1913-14 a scheme was sanctioned for the improvement of the 35 schools for Pans in the district of Angul which, with the pay of the special inspecting pandit already mentioned, was to cost Rs. 3,345 a year in addition to Rs. 5,250 for non-recurring charges. The cost of the schools in the year 1912-13 was Rs. 1,910. A sum of Rs. 3,000 was also placed at the disposal of the Commissioner of the Orissa Division for expenditure in the districts of Cuttack, Puri and Balasore on capitation grants to teachers admitting Pan boys to their schools. In Angul the scheme appears to have been only partially successful, for the Deputy Inspector states that the number of Pan children attending the 35 special schools only rose during the five years from 980 to 1,011 while the number of Pan children attending other schools in the district decreased during the same period from 713 to 416. The Inspector, though he states that the working of the Pan Schools is reported to be satisfactory, remarks that the Pans are poor and that consequently the attendance of their children cannot be expected to be always regular and that the pupils have to be brought from their homes by the masters. As regards the other districts of Orissa, the Inspector writes :—

The practice by teachers of making children of the untouchable classes sit on the verandah still persisted, and it has been found necessary to issue orders making the grant of allowances for such children strictly conditional on their being given equal facilities for instruction with the other children. As the figures show, these classes have scarcely been touched yet, and large expenditure not only for special schools but also for providing all such pupils with books and writing materials, is required.

The only special schools for the untouchables, which are mentioned in the Inspectors' reports, are two in the Patna Division on which the expenditure was Rs. 107, two schools for *doms* and *mehtars* in Monghyr which cost Rs. 81, two in Palamau which cost Rs. 18 and the 35 schools of Pans in Angul already referred to which cost Rs. 3,684. In Saran a sum of Rs. 400 was spent on the education of *doms*, part of the money being devoted to capitation allowances and part to the purchase of *sattu* for the pupils. The total sum spent on the education of these classes may thus be estimated as follows :—

	Rs.
Special Schools for Pans	3,684
Inspecting Pandit for Pan Schools	300
Capitation grants for Pan pupils	3,000
Six special schools	206
Education of <i>doms</i> in Saran	400
Total ...	7,590

346. Only five pupils belonging to the criminal tribes are reported to be at school. All of these are boys and are at school in the Bhagalpur Division. There was no expenditure specially incurred for the benefit of such pupils.

347. The new General Table VA prescribed by the Government of India gives details as to the stages of instruction reached by pupils belonging to aboriginal races, untouchable castes and criminal tribes. The number of such pupils who won Middle, Upper Primary and Lower Primary scholarships in 1916-17 was 6, 8, and 61 respectively.

348. Schools in connection with factories exist only in the Bhagalpur and Chota Nagpur Divisions. Statistics as to these schools are given below :—

Name of industry.	Number of children employed.	Number of special schools.	Number of factory pupils in the special and other schools.
1	2	3	4
The Peninsular Tobacco Company, Monghyr ...	194	2	135
The Sabai Grass factory at Sahebganj ...	200	1	28
Mica factories in Hazaribagh ...	2,700	5	240
Tata Iron and Steel Company, Sakchi ...	220	1	68
Rajhara coal mines in Palamau ...	54	...	22
Coal mines in Manbhum ...	4,759	7	163
E. I. R. collieries at Giridih ...	1,000	31	2,183

Additional schools are about to be opened at the Rakha copper mines and the Duia iron mines, both in Singhbhum. The number of pupils on the rolls of the schools at Monghyr is decreasing, having been 453 in 1913-14, 335 in 1914-15, 214 in 1915-16 and 135 last year. In the previous report the decrease was attributed to the effect of the war on the production of the factory, but this year no explanation has been given. The school has recently been visited by the Inspector of Technical Schools who writes as follows :—

The most noticeable facts about the school are the extremely unsuitable nature of the building in which it is held and the unsatisfactory attendance and progress of the pupils. A new building is under construction but work on it has been completely stopped for the last three months. The attendance, and consequently the progress of the boys, can never be satisfactory until either an incentive or a penalty exists to compel regular attendance. Irregular attendance at the factory itself is dealt with by a system of fines, and I venture to suggest that if the factory authorities were to extend their scheme to include school also the defects so apparent would disappear.

I trust that the Inspector will see that the new building, for which a grant of Rs. 11,386 has been given, is expedited and that steps are taken to improve the attendance. The other schools are reported to be doing good work. The most interesting are those on the colliery estate owned by the East Indian Railway near Giridih, where there is a system of compulsory education for all boys between the ages of 5 and 12, while those boys who do best in the Lower Primary Schools pass on to an Upper Primary School, and again those who do best there pass on to the Beniadih Industrial School, which is described in Chapter XII. These schools are managed by a Committee of 27 members with the Colliery Superintendent as President, the members being managers or assistant managers of collieries, contractors, sardars, deputy overmen, inspectors and the Headmaster of the Industrial School. There are also sub-committees for each of the two blocks into which the colliery estate is divided. This experiment in compulsory education is particularly interesting as being the only one of its kind in the Province. A separate report on it has recently been submitted to the Government of India.

349. The only two schools in the Province for the physically afflicted are the Blind School at Ranchi and the Leper Asylum School at Purulia. As regards the former the Inspector writes :—

The Blind School at Ranchi is being reorganized ; a lady missionary has been placed in charge, the boarding-houses are being rebuilt, a *guru* has been sent to the Blind School at Calcutta for training and efforts are being made to attract children rather than adults to the school. As a result the number of pupils has risen from 23 in 1911-12 and 20 in 1915-16 to 34. The question of the further improvement of the school and also of opening a school for deaf mutes has been held over till the future of the Lutheran Mission is decided.

350. The number of pupils in the Leper Asylum Schools at Purulia has risen from 145 in 1911-12 to 225 in 1915-16 and 229 last year. Of this number about 160 are lepers. There are separate schools for untainted children.

351. A request has been made that the number of Jain students in the Province should be noted in the report. The total comes to 76, of whom 9 are in colleges, 39 in secondary schools and 28 in Primary schools. I am not, however, sure that the figures are complete, and am taking steps to obtain more accurate information next year.

CHAPTER XVIII.

Oriental Schools.

352. The institutions dealt with in this chapter are recognized *madrassas* and recognized Sanskrit *tols*. Recognized *maktabs* and Sanskrit *pathshalas* teach a large part of the primary course and so are dealt with in Chapter X, while unrecognized *madrassas* and *tols* come within the scope of Chapter XIX, where they are designated Advanced Institutions teaching Arabic and Sanskrit, respectively.

353. As mentioned in Chapter XV the Muhammadan Education Committee, appointed in the year 1914, desired a Government *madrassa* to be established at Patna and detailed proposals on the subject are now being worked out. Meanwhile the number of recognized *madrassas*, which was 14 with 1,334 pupils in 1911-12, has risen to 15 with 1,266 pupils in 1915-16 and 16 with 1,329 pupils in 1916-17. The expenditure on these institutions rose during the five years from Rs. 15,897 to Rs. 27,444, Provincial Revenues contributing Rs. 4,098 in the latter year against Rs. 1,969 five years previously. In spite of the recommendation of the Muhammadan Education Committee that *madrassas* should be financed only from Provincial Revenues, it appears that last year Rs. 1,500 was spent on these institutions from district funds and Rs. 829 by Municipalities.

354. Of the sixteen *madrassas*, nine are in the Patna Division, four in Tirhut, two in Bhagalpur and one in Orissa. The Khankah *madrassa* at Sasaram is the only *madrassa* in the Province which follows the departmental syllabus for Senior *madrassas* and presents candidates for the Higher Standard Examination of the Calcutta *madrassa*. The others follow the course laid down for Junior *madrassas*, and two of them in each of the Patna, Bhagalpur and Tirhut Divisions are aided by Government as is the Junior *madrassa* at Cuttack. It is to be feared that most of these institutions are not in a satisfactory condition. The Bhagalpur Inspector remarks that they neither meet the requirements of the time nor provide that type of Arabic education which they used formerly to give, while the Orissa Inspector notices that the *madrassa* at Cuttack, which started its existence in 1910 with the help of a monthly grant of Rs. 125 from Government, has been working under difficulties during the quinquennium owing to the absence of a suitable house. The revision of the curricula for Junior and Senior *madrassas* has been completed since the end of the quinquennium. I hope to see a great improvement in these institutions when the Government *madrassa* has been established at Patna, for not only will such an institution set a standard but its staff will be able to give the department expert advice as to the directions in which the present *madrassas* need improvement and as to the scales of establishment which we should endeavour to assist them to maintain. In the absence of such advice it is difficult to make progress.

355. In the year 1914 a Committee was appointed to advise Government on the subject of Sanskrit education. They recommended that a Sanskrit Association should be constituted for the Province to conduct the Sanskrit examinations which until then had been managed by the Board of Sanskrit Examinations in Calcutta, to distribute stipends and rewards and to advise Government on all questions connected with grants-in-aid to *tols* and generally in all matters affecting Sanskrit education. They wished a Superintendent of Sanskrit studies to be appointed in the Provincial Service and to be given four assistants of the status of Sub-Inspectors. They desired the Sanskrit schools at Muzaffarpur and Puri to be provincialized and favoured the existing system under which stipends and rewards are given to teachers and pupils on the results of the different Sanskrit examinations rather than a general system of grants-in-aid, though they thought that an annual sum of Rs. 6,000 should be reserved for grants to *tols* of the following classes :—

- (a) Large *tols* with more than one teacher ;
- (b) *Tols* conducted by distinguished teachers, who train only a few students, and cannot therefore receive any considerable amount in the form of rewards, however high their level of instruction.
- (c) Meritorious *tols* in backward localities.

It will be seen from the following paragraphs that the majority of their recommendations have already been carried into effect.

356. A Sanskrit Association consisting of a Convocation and a Council was established in October 1915, the former consisting at present of 100 members and the latter of 18. The President of each is the Hon'ble Maharaja Bahadur Sir Rameswar Singh of Darbhanga, while Rai Sahib Pandit Baldev Misra, Officiating Inspector of Schools, Tirhut Division, is the Secretary. The Convocation met once in 1915 and once in 1916, while the Council met once in the former year and twice in the latter. At the annual meeting of the Convocation a sum of Rs. 500 is distributed among the members after a public debate or *shastra vichara*. The number of prizes so awarded last year was 21. The Council conducts the three Sanskrit Examinations and last year realized a sum of Rs. 6,926 in fees, while the cost inclusive of the travelling allowance of the members of the Convocation and Council amounted to Rs. 9,469. The question of establishing an examination higher than the Title Examination is at present under consideration. The number of candidates who paid admission fees in 1916-17 was 2,323 for the First Examination, 1,576 for the Second Examination and 487 for the Title Examination. The office of the Council is held in the same building as that of the Inspector of Schools, Tirhut Division. The constitution of this Association has given a great stimulus to Sanskrit education in the Province.

357. The proposals for an inspecting staff made by the Sanskrit Education Committee were not accepted *in toto* by Government as it was considered that officers of the status of Sub-Inspectors would scarcely be suitable for the work. Accordingly it was decided to appoint a Superintendent in the Provincial Service, who will probably have to be trained in Europe before he takes up his duties, and two Assistant Superintendents whose pay is to be similar to that of Deputy Inspectors. As mentioned in Chapter V one of the Assistant Superintendents has already been appointed. His duties are confined to the three Bihar Divisions and he assists the Sanskrit Association in the conduct of their examinations.

358. The Dharma Samaj Sanskrit School at Muzaffarpur was provincialized in the year 1916-17, the new buildings, which were erected at a cost of nearly a lakh of rupees, being formally opened by His Honour the Lieutenant-Governor in February last. The school has now been designated a College and is managed by a Governing Body of five members with the Commissioner of the Division as President, and the staff consists of thirteen Pandits, one teacher of English and one of the vernacular. The subjects taught are Vyakaran, Nyaya, Sankhya, Kabya, Mimansa, Smriti, Jyotish and Ayurveda, besides English and Hindi literature. The institution of the Ayurvedic or medical class

has given special satisfaction. I trust that the College has a successful future before it. The question of provincializing the school at Puri is still under consideration.

559. The number of recognized Sanskrit *tols* increased during the five years from 257 to 369 and that of their pupils from 6,529 to 10,219. In 1916-17 there was no change in the number of schools, but the number of pupils declined by 73. These schools should improve considerably in efficiency now that a qualified inspecting staff is being appointed. The following extract from the Chota Nagpur report is of interest :—

Of the 32 recognized *tols* 13 are aided by local bodies in spite of the fact that such aid is contrary to rule. I may repeat here the suggestion which I made last year :—

“It seems desirable that Government should re-affirm the principle that ordinarily *tols* should depend for financial assistance on the stipends and rewards given by Government, that only in the special cases detailed in the Code should grants be given, and that these grants should be given only by Government through the Sanskrit Association.”

The same tendency for local bodies to spend money on institutions not under their control has been mentioned above in the case of *madrassas*. Neither *tols* nor *madrassas* should receive support from public funds except directly from Provincial revenues, while the normal method of aiding the former is by stipends and rewards and not by grants-in-aid, as has already been mentioned. While *tols* of the three special classes referred to above may reasonably be given grants-in-aid as they are not likely to obtain a fair share of the sanctioned stipends and rewards, there is no reason why other *tols* should be allowed to receive financial help in both forms, and it was the opinion of the Sanskrit Education Committee that the system of stipends and rewards was preferable. In accordance with the recommendation of the Committee a sum of Rs. 1,000 is allotted annually for rewards to teachers and students on the results of the Title Examination and for the other examinations the number of stipends annually sanctioned is as follows :—

	Number and value of monthly stipends to teachers.	Number and value of monthly stipends to students.
1	2	3
On the results of the Second Examination.	20 of Rs. 15 for one year	30 of Rs. 5 for two years.
On the results of the First Examination.	30 of Rs. 10 for one year	40 of Rs. 4; for two years.

CHAPTER XIX.

Private Institutions.

360. The figures for private institutions are necessarily incomplete, for there is no compulsion on any private school to submit returns. The figures received are, however, distinctly curious, for it will be seen that comparing the figures for 1911-12 and 1916-17 a large fall in the number of schools has been accom-

panied by a large rise in the number of their pupils. Statistics are given below :—

Class of School.	1911-12.		1915-16.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Advanced schools teaching Arabic or Persian.	447	6,289	268	4,249	299	5,007
Advanced schools teaching Sanskrit.	336	3,593	215	2,492	211	2,566
Elementary schools teaching a vernacular only or mainly.	2,232	25,734	1,835	25,550	1,837	27,109
Quoran schools	266	3,519	220	2,722	180	2,759
Other schools not conforming to Departmental standards.	163	4,062	164	7,253	238	10,113
Total	3,444	43,197	2,702	42,266	2,765	47,554

361. The decline in the number of advanced schools teaching classical languages and Quoran schools indicates that these institutions, many of which are little more than venture schools, are being converted into recognized *madrassas* or *maktabs*, or into recognized *tols* and Sanskrit *pathshalas*, as the case may be, and needs little comment. It may be noticed that the remaining schools are mostly very small ones, the average enrolment being just 15.

362. The elementary schools again are mostly small. The Patna Inspector states that many schools are entered under this head merely because their average attendance is less than 15. It is true that a primary school other than a girls' school or boys' school for aboriginal or backward races cannot under the rules be given aid or a stipend if the average attendance for six months falls below 15, due allowance being made for the sowing and harvesting seasons, but there appears to be no reason why any school which teaches the full departmental course should be shown as a private institution merely because the number of its pupils does not entitle it to support from public funds. These elementary or venture schools spring up in the hope of attracting stipends and the fall of 395 in their numbers is no doubt due to the increase in the number of aided schools. Where aid is deferred the schools soon cease to exist or the *guru* moves to another village to try his fortune there. The figure given above is, however, a less accurate indication of the number of venture schools absorbed into the departmental system than 1,756 which represents the increase in the number of recognized primary schools. It is practically always the case that where a new Board School is opened or a new stipend is given, or indeed where a school is recognized for the first time, there was at first an unrecognized or venture school in existence.

363. The only class of private institutions which is growing in number and contains schools of any strength is the miscellaneous class, which contains a number of schools aspiring to rise to the High or Middle English status, the Bhagalpur Division alone returning six unrecognized High Schools. These figures are encouraging and show both that secondary education is popular and that there are many schools to which grants could be given with advantage so that they might be brought up to departmental standards.

CHAPTER XX.

Hostels.

364. In accordance with instructions received from the Government of India the figures for expenditure on hostels in General Table VIII this year include capital expenditure only, while those given for boarding charges in General Table IV exclude expenditure on messing in Indian schools. Thus whereas the figure for boarding charges in General Table IV formerly corresponded to the total given in General Table VIII, the figures now given in General Table VIII appear in General Table IV under the head 'Buildings, furniture and apparatus' while the head 'Boarding Charges' in that table includes recurring expenses only and excludes messing charges in Indian schools. These changes preclude any comparison with the figures for expenditure in previous years. The number of hostels, however, is increasing steadily. In 1911-12 there were 368 hostels with 11,723 boarders, in 1915-16 the figures were 468 and 14,455 and this year they are 469 and 14,282.

365. The Inspectors have furnished the following figures for the cost of a boarder in schools of different classes, account being taken of expenditure on rents, rate and taxes, servants and contingencies, superintendence and medical attendance:—

Class of School.	Average number of boarders.	Total expenditure.	Average monthly cost per boarder.	
			Rs.	a. p.
High Schools for boys	3,140	56,368	1	7 11
Do. for girls	70	7,365	8	12 3
M. E. Schools for boys	1,606	3,546	0	2 11
Do. for girls	281	4,988	1	7 8
M. V. Schools for boys	360	6,133	1	6 9
Do. for girls	693	4,261	0	8 2
U. P. Schools for boys	1,092	461	0	0 7
Do. for girls	534	616	0	1 6
L. P. Schools for boys	211	449	0	2 10
Do. for girls	203	<i>Nil.</i>	<i>Nil.</i>	
Special Schools for boys	2,541	24,689	0	12 11
Do. for girls	106	3,580	2	13 0

Similar figures have been given in the chapters for colleges and European schools. As regards European schools the figures given include

board and all other charges, but for Indian schools, as noted in the first paragraph of this chapter, charges for board are excluded and it may therefore be of interest to give the following supplementary figures. At Patna the cost of messing in a college hostel is stated to range from Rs. 12-12-0 to Rs. 8 and in a school hostel from Rs. 8 to Rs. 7. In Hazaribagh district the inclusive cost in a boys' high school is given as Rs. 8, in a primary school as Rs. 4 and in a girls' high school as Rs. 10. In the Ranchi district, where the majority of the pupils are aborigines, the cost is given as Rs. 3-12-0 in a boys' high school, Rs. 2 in a boys' middle school and Re. 1-5-0 in a boys' primary school, while in a girls' middle school it is Rs. 2-14-0, and in a girls' primary school Rs. 2.

366. It will be seen from Chapter III that during the five years approximately nine lakhs of rupees were spent on buildings for hostels from the Imperial non-recurring grants and a further lakh from savings in the recurring grants. The names of the principal colleges and schools for which hostel buildings have been completed are given below: —

Colleges.	Government Schools.	Other Schools.
1. Patna College.	1. Badshah Nawab Razvi Training College for Women.	1. Buxar H. E. School.
2. Patna Training College.	2. Bihar School of Engineering.	2. Sassaram H. E. School.
3. Ravenshaw College.	3. Patna Training School.	3. C. M. S. High School, Bhagalpur.
4. Greer Bhumihar Brahman College.	4. Gaya Zila School.	4. Deoghar H. E. School.
5. St. Columba's College.	5. Muzaffarpur Zila School.	5. Jamui H. E. School.
	6. Muzaffarpur Training School.	6. Peary Mohan Academy, Cuttack.
	7. Northbrook School, Darbhanga.	7. Kendrapara H. E. School.
	8. Bhagalpur Training School.	8. Jajpur H. E. School.
	9. Monghyr Zila School.	9. Giridih H. E. School.
	10. Cuttack Training School.	10. St. John's H. E. School, Ranchi.
	11. Balasore Zila School.	11. St. Paul's H. E. School, Ranchi.
	12. Sambalpur Zila School.	12. G. E. L. Mission H. E. School, Ranchi.
	13. Ranchi Zila School (three hostels, of which one has since been handed over to the Ranchi Training School).	13. S. P. G. Mission Training Class for Women, Ranchi.
	14. Palamau Zila School.	
	15. Purulia Zila School.	
	16. Chaibassa Zila School.	

Buildings have also been purchased for use as hostels for the Hazaribagh and Purnea Zila Schools, and at Arrah an old Government building has been adopted for the same purpose. In addition the District Boards have spent a certain amount of money from their own resources on the construction of hostels, while a considerable proportion of the sum of Rs. 5,63,693 spent on Guru Training School buildings and of the Rs. 2,11,515 spent on capital charges for European schools has been devoted to improving the hostel accommodation. As regards recurring charges mention must be

made of the Imperial grant of Rs. 51,000 given in 1912-13, from which a sum of Rs. 10,000 has been assigned for grants to aided hostels to enable them to provide superintendence and medical treatment for their boarders on the terms indicated in Chapter II and a further Rs. 6,000 has been allotted for the appointment of menials and for other petty expenses in connection with Government hostels. This grant has also covered the cost of the Inspector of Students' Residences at Patna and Bankipore, who is referred to below, and of a hostel for the I. A. Classes for women at Cuttack.

367. Type plans for hostels for 20 and 50 students were prepared during the period under review. The latter is in the form of a quadrangle of which the hostel buildings form three sides while the front is enclosed by a railing. Passages lead back from the hostel to two other quadrangles one of which contains the kitchens and a night latrine and the other the Superintendent's family quarters, the gaps between the buildings being closed by walls, so that the whole hostel can be shut up at night. The sleeping accommodation consists of three large dormitories in which there is also room for the tables at which the students work. There is an office for the Superintendent and a leisure room for the boys. Buildings of this type have been erected at Ranchi and Muzaffarpur and others are in contemplation. The cost amounts to about Rs. 30,000. The hostel for 20 boys is built on similar lines and in such a way that if the number of boarders rises it can be extended on the plan of the larger hostel. A more elaborate type of hostel is that constructed for the sons of Zemindars attending the Ranchi Zila School. Here the building is of the same shape as the type hostel but is two-storied, the sleeping rooms and a large study room for the smaller boys being on the upper floor while the larger boys have separate studies below. Most of the hostels at the beginning of the quinquennium were provided with rooms intended for four students apiece, but I consider large dormitories to be preferable in the case of school boys and all new hostels financed wholly or partly from Provincial revenues are being constructed on these lines. As regards hostels financed from local funds, the Ranchi District Board have a type plan of a building with 4 rooms of 12' x 20' which costs Rs. 2,555, and the Sambalpur District Council have one of a hostel with 14 rooms of 14' x 13'. This building is constructed to form half a quadrangle, the other half being completed by a wall and by the outhouses, while there is a well in the centre. The cost is Rs. 6,600. The Hazaribagh District Board have adopted a plan consisting of one room of 50' x 18'. The building has a terraced roof and a tiled verandah and the cost is Rs. 2,496. The Purnea District Board use a plan which provides for two rooms of 20' x 15' with a corrugated iron roof. The cost is Rs. 3,496.

368. The result of the heavy capital expenditure during the five years and of the allotments made from the Imperial recurring grant of Rs. 51,000 has undoubtedly been a considerable improvement in the state of the different boarding houses. Extracts from the divisional reports are given below:—

Patna.—The hostel system has had on the whole a healthy influence on the moral and physical welfare of the students. Under good management hostel life has fostered friendly relations amongst students, encouraged *esprit-de-corps*, and raised the standard of morality. Living under one roof, sharing the same meals, and playing games together, hostel students feel like members of one family. Moreover their time is so well occupied with study and games that they have little opportunity of getting into mischief.

Bhagalpur.—It is gratifying that it is now generally recognized by the guardians and students that hostels offer for the student a healthy physical and moral environment which has a great influence on the formation of his character, and freedom from domestic worries and care in sickness, with the conveniences necessary for the proper prosecution of his studies. It is unfortunate that the superintendents of hostels are sometimes still looked upon, and look upon themselves, as at best gentlemen whose duty is merely to enforce the observance of hostel rules. The ancient Hindu ideal of teachers receiving students for instruction and moulding their character is a thing of the past, nor has the European residential system been as yet successfully introduced into this country in the hostels for Indian boys. There is still a lack of intimate association between the Superintendents and the boarders.

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The houses are for the most part properly lighted and ventilated and built with due regard to hygienic requirements and have kitchens attached to them. They are generally

commodious and the rooms are not over-crowded. The boarders have wooden bedsteads, except in the Gura Training School hostels. There is a sufficient supply of good water within their boundaries.

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Discipline with regard to hostel life may be said to be healthy. There was no case of breach of discipline and the relation between the Superintendents and the boarders was fair on the whole.

Orissa.—During the quinquennium the importance of hostels steadily gained increased recognition as a great means of promoting social life amongst students and for the development of character. The authorities of most of the secondary schools showed fair activity in providing hostels in connection with their schools. The Department insisted on this point and the grants of some middle schools were held in abeyance for want of suitable hostels. The Balasore Zila School and the Cuttack Training School were provided with very fine hostel buildings. A certain amount of hostel reconstruction also went on, so that old existing hostels were much improved.

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The importance of providing plenty of light and ventilation as well as space in hostels is still scarcely realized by the majority of school authorities, and it is only on the insistence of the Department that adequate provision for all three is made.

Chota Nagpur.—The quinquennium has seen the hostels attached to Government schools of superior status all properly furnished and kitchens provided for the hostels attached to Guru Training schools. The system of allowances to Superintendents and medical officers introduced during the previous five years has been extended to all the Government hostels and grants have been made to a few aided hostels on condition that they provide adequate accommodation, superintendence and medical care for the boarders. A type plan of a hostel which can be locked up at night has been devised. The Government hostels have been provided with menials and with small grants to cover contingent expenses.

The following extract from the Ranchi report gives an idea of the routine of hostel life :—

“ The following is a brief routine of the life of a boarder in the Mission hostels of the District :—

Morning—Rising early	...	...	...	at 5 or 5-30 A.M.
” Ablutions	...	...	...	5-30 to 6 A.M.
” Prayers	...	...	...	6 to 6-30 A.M.
” Morning walks	...	...	...	6-30 to 7 A.M.
” Breakfast	...	...	...	7 to 7-30 A.M.
” Studies	...	...	...	7-30 to 9-30 A.M.
” Preparations for going to school	...	...	...	9-30 to 10 A.M.
Day—At school.				
Afternoon—Games after school hours.				
Night—Rest and supper	...	...	...	6 to 7 P.M.
” Studies	...	...	...	7 to 9 P.M.
” Prayers	...	...	...	9 to 9-15 P.M.

and then to bed.

Very nearly the same routine with slight alterations is followed in the non-Mission hostels also.”

The fact that a large proportion of the pupils in Mission Schools are boarders helps undoubtedly to improve the discipline in those schools, and in Government schools we see the same thing where the number of boarders is large. During the five years hostels have been built in Ranchi for more than seven hundred boys and I do not think that any stranger can fail to be struck by the excellent behaviour of the boys in the town. In some of the hostels prefects have been appointed to help the Superintendents, but the stage has not yet been reached when they can be entrusted with very wide powers.

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The Government hostels are all provided with paid resident Superintendents and have much improved in tidiness since servants and contingent grants have been given. The headmasters are sometimes the Superintendents, in other cases they exercise a general supervision. At private schools it is sometimes difficult to secure resident Superintendents owing to the small remuneration given and the poor accommodation offered ; the officers of the Department however do their best to insist on the necessity for making proper arrangements and school authorities are generally ready to comply. At the Jharia High School, where the state of things has until recently been very bad, a new hostel which can be locked up at night is now being built.

It may safely be said that there is no prejudice against hostels in the Province and that further large sums could with advantage be spent on the construction of hostel buildings not only for high schools but also for middle schools. In many cases money is better spent on providing a hostel for a good school already in existence than on erecting another and possibly competing school. Better teaching work is done where a sufficient number of pupils can be obtained to justify the appointment of a separate teacher for each class, and except in towns this is usually impossible unless a school has a hostel attached to it.

369. In the year 1914 a scheme was inaugurated for the supervision of those students in Patna and Bankipore who do not live in school or college hostels or with their parents or natural guardians. As mentioned in Chapter V the scheme, which is still in an experimental stage, is under the supervision of a Students' Residence Committee from which are formed two separate Sub-Committees for college and school students, respectively, while the executive officer of both these Sub-Committees is called the Inspector of Students' Residences. The Committee has now under its management 11 hostels or messes, of which 6 are for college students and 5 for school boys, and the number of boarders under its control on the 31st March rose from 138 in 1916 to 194 in 1917, while the expenditure on account of house-rent, superintendents' allowances, servants and contingent charges rose from Rs. 4,117 to Rs. 9,151. At the same time the receipts from seat rent, furniture rent, and fines rose from Rs. 2,089 to Rs. 4,234. The net cost in 1916-17 was therefore Rs. 4,917, to which must be added the cost of the Inspector and his establishment which amounted to Rs. 4,026 making a grand total of Rs. 8,943. The average number of boarders in residence having been 202 the cost to Government per boarder came to Rs. 3-11-0 per mensem. This is a considerable sum, but before the scheme was established students were frequently put to considerable difficulty in obtaining accommodation of any kind in Bankipore, while that obtained was often undesirable in different ways. It will probably be agreed that the money is being well spent and I should be sorry to see a return to the state of affairs which prevailed before the Students' Residence Committee was established.

370. The Inspector of Students' Residences visits each of the hostels or messes under his charge three times a week and also makes enquiries when requested to do so into the conditions under which students of the different colleges and schools are living. It is much to his credit that this work has been carried on without any friction or difficulty. In his annual report he suggests that it would probably be cheaper in the long run and also more satisfactory to erect five or six hostel blocks on a healthy site near the colleges and schools than to continue to rent buildings which were not originally designed for use as hostels. The matter will no doubt be further considered by the Students' Residence Committee and I await their opinion. The chief difficulty in Patna, as in all large towns, is to obtain suitable sites at a reasonable cost.

371. A scheme for the establishment of a Students' Residence Committee at Cuttack on the same lines as that at Patna was considered in 1914 but has been postponed for the present owing to want of funds. It will be taken up in due course if the arrangements at Patna finally prove successful and are placed on a permanent basis.

CHAPTER XXI.

The wider aspects of Education.

372. Although the majority of the parents who send their children to primary schools doubtless do so almost entirely with a view to enabling them to obtain instruction in the three R's and those who send them to secondary schools and colleges have in view mainly the passing of examinations, progress continues to be made in widening the basis of education. This chapter aims at bringing together a record of the different directions in which such progress has been made.

373. *Religious and Moral Instruction.*—A Committee was appointed by Government in March 1914 to advise on the steps to be taken in this connection. There has long been a feeling among thoughtful parents in India that education has been too much confined to the secular side and that its divorce from religious and moral training has had a prejudicial effect upon the character of many school boys, especially in cases where the boys leave their homes for study at an early age and remain absent for long periods. At the same time before the beginning of the period under review practically nothing had been done in the Province to face the problem except in the denominational schools maintained by Christian Missionaries or by the Muhammadan or Hindu communities. In such cases religious instruction has always formed a part of the curriculum. Sometimes attendance at such instruction is compulsory for all the students, while in other schools it is optional and those pupils are excused whose parents so desire, and in others again instruction is given only to members of the community or sect by whom the school is managed. In any case however the problem in a denominational school is a fairly simple one, for the school being avowedly intended mainly for the benefit of one community the members of other communities whose boys attend the school can only demand that their own religious prejudices shall be respected. The majority of our schools however are undenominational and it was recognized that it would be difficult to introduce in them any form of religious instruction without breaking up the unity of the school. At the same time there are many people who doubt whether moral instruction unaccompanied by any religious sanction is of much value.

374. The Committee did not desire to interfere with the system of giving religious instruction in denominational schools and agreed that in such schools attendance at such instruction should be compulsory for all students of the religion or sect concerned, though it should be left to the parent or guardian to punish a pupil for absence on the report of the Headmaster. For undenominational schools they were ready to see an experiment in religious instruction tried in selected cases, but as regards moral instruction they went further and recommended that a short period should be devoted every week to direct moral instruction by the Headmaster or some specially selected teacher. These recommendations were all accepted by the Government and effect has been given to them except that the experiment of religious instruction in undenominational schools has been deferred, as none of the Headmasters who were selected found himself in a position to give effect to it. Something has however been done by the authorities of the Chapra Collegiate School on their own initiative. On Fridays the Muhammadan boys at this school are sent with the Maulavi to a mosque, while the Hindu boys are given instruction in the rudiments of Hinduism. The teaching is said to be of a non-sectarian nature and calculated to be acceptable to all Hindus. The managers consider that the scheme is proving successful. As regards the question of moral instruction the Patna Inspector writes:—

It is difficult to gauge the effect of such moral instruction. The seed sown in boyhood may not sprout until years have passed. At the same time one hopes that an early result will be an improvement in the tone of the school, a growth of *esprit de corps*, and of a clear idea in the minds of boys of what is meant by manliness and good form.

The Bhagalpur Inspector considers that the scheme is having a beneficial effect and that since it was introduced there has been a perceptible improvement in the conduct of the boys in his Division both in and out of class and that their behaviour at home is improving. The Orissa Inspector considers that genuine good is being done. The Chota Nagpur Inspector writes:—

The general opinion is that these addresses are doing good work, though some Headmasters think that if an address is given every week the boys are likely to get tired of them. On the whole I think that the addresses are useful provided that the speakers are carefully chosen: with a teaching community so mixed as ours is at present I am not in favour of leaving the moral instruction of each class to its classmaster.

It would appear that a certain amount of good has been done while the scheme has worked in practice without difficulty.

375. *Medical Inspection and School Hygiene.*—This question, which was examined by a Committee appointed by Government in August 1913, is one of

peculiar difficulty in view of the large number of schools and pupils and the comparatively small number of qualified medical men in the Province. Thus one of the points which requires most attention when a child is at school is his eye-sight and it is notorious that a large proportion of Indian students develop myopia during their school and college careers, but the number of medical men in the Province competent to test eye-sight and prescribe glasses must be very small. A beginning however has been made with the medical inspection of pupils, and in June 1916 orders were issued that in consultation with the Inspector-General of Civil Hospitals arrangements should be made for a general medical survey of the pupils of the High Schools at the headquarters of each district twice a year and of other High Schools when the Civil Surgeon visited their neighbourhood on tour. The surveys were to be made by the Civil Surgeons with the help of the local Assistant Surgeons and the latter were also to visit regularly all High Schools near their hospitals. At the same time in the twelve Municipalities where there are Health Officers, those officers were to visit each High School in the Municipality quarterly in order to inspect the sanitary condition of the buildings and premises and to enquire into the prevalence of infectious diseases, while the Deputy Sanitary Commissioners when making their Municipal inspections were to carry out similar duties, the arrangements for these inspections being made in consultation with the Sanitary Commissioner. It is as yet too early to say what has been the effect of these orders, though the inspecting officers have already brought to light a number of points in which school buildings or premises have needed attention or boys have required medical treatment. In such cases the necessary action has been taken. If the scheme proves successful it is proposed to extend its scope to middle schools.

376. In order that all educational buildings on which any public money is spent may be satisfactory from the hygienic point of view, the rule that the plans for such buildings shall be examined by the Sanitary Commissioner if the sum involved exceeds Rs. 500 and by the Civil Surgeon in other cases is strictly observed, while the Civil Surgeon is a member of the site committee which is held to select a site for any Government school. Again it will be seen from the figures given in Chapter III that large sums of money have been spent during the five years on the acquisition of land with a view to rendering school sites more healthy, and though in congested areas the cost has been great there can be little doubt that it has been justified. Much of the expenditure on this account and the cost of the drill sheds referred to in paragraph 378 below have been met from the Imperial non-recurring grant of 2½ lakhs given for educational hygiene, gymnasias and play-grounds in 1913-14.

377. Lectures, illustrated by magic lantern slides, on the means for combating malaria have been delivered under the auspices of the Sanitary Department in the schools in the districts of Shahabad, Purnea and Cuttack, the teachers having first undergone a course of instruction at the Patna Training College. Quinine is distributed free at these lectures. The Inspector-General of Civil Hospitals considers that the results hitherto obtained are satisfactory and that the benefits derived from them will become progressively and cumulatively greater as time goes on. At the end of the year instructions were issued encouraging the formation of First-Aid classes under the St. John Ambulance Association at all boys' High Schools while the opening of similar classes at selected girls' schools is in contemplation. It is too early as yet to pronounce on the success of the classes, though those which were in existence in the previous year at the Reformatory School and at the Northbrook School at Darbhanga did very well. A scheme has also been sanctioned recently under which in future fifteen lectures on hygiene will be delivered annually by qualified medical officers at the Patna Training College and the five First Grade Training Schools, and an extension of this scheme to selected High Schools is in contemplation.

378. *Physical Training*.—The question of appointing a Physical Instructor for the Province has been postponed, but arrangements have been made annually for the training of 12 drill masters at Calcutta under the control of the Young Men's Christian Association. Drill is a compulsory subject at all schools for boys and there are whole-time drill instructors at all the Zila

Schools and First Grade Training Schools. With four exceptions drill sheds were provided during the quinquennium for all the Government High Schools for boys. In some cases drill is reported to be well taught, but in many privately-managed schools not much attention is paid to the subject. The District Boards of Puri and Balasore employ peripatetic instructors to teach drill and gymnastics in primary schools.

379. European games, especially football, continue to grow in popularity though sometimes they are not played in the right spirit. The Inspector of the Patna Division states that during 1916-17 the usual school competitions at Bankipore were abandoned as the managers were disgusted with the disturbances that took place in the previous year. The Bhagalpur Inspector states that instead of taking a beating cheerfully in a true sporting spirit the defeated team has been known to file a petition against the victors accusing them of some irregularity, often of the most trivial kind. It is to be hoped that this form of sport is not so common as the Inspector seems to imply. Indigenous games are played in many Middle and Primary Schools and have the advantage of being inexpensive, but where adequate space and the necessary funds can be obtained the boys seem to prefer football.

380. *Manual Training*.—Clay modelling and similar subjects have long formed part of the curriculum for the primary classes though the attention which they receive varies considerably at different schools. During the quinquennium the experiment of introducing manual training proper into the curriculum for High Schools was tried in the Government Schools at Patna, Bhagalpur, Ranchi and Cuttack and in each case the result is stated to have been encouraging. At present teaching is only given to classes III and IV and attendance is optional, but the boys all seem anxious to join the classes and it would appear that there can be little objection to making the subject part of the compulsory course at such schools as can afford to provide the necessary workshop and to pay for a qualified instructor. The difficulty of obtaining teachers is likely to be serious until arrangements can be made for training them locally, perhaps at the Patna Training College and the Bihar School of Engineering. The four teachers now employed were trained at Allahabad. It will be seen from Chapter III that the Government of India gave grants of Rs. 75,000 non-recurring and Rs. 22,000 recurring in 1913-14 for manual training and that considerable portions of these sums still remain unexpended.

381. *Common Rooms*.—In 1911-12 common rooms for students were in existence at Patna and Ravenshaw Colleges and the Patna Collegiate School. Since then they have also been provided at Greer Bhumihar Brahman College and ten more Government High Schools, as well as in all hostels built according to the new type plan, though the remaining Government High Schools have been omitted from the scheme owing to the difficulty of finding adequate accommodation. In these rooms selections of the newspapers and periodicals approved by the department are kept and the students can meet out of class hours. The common rooms in hostels are particularly valuable; day scholars generally leave school as soon as the classes are dismissed and so probably derive little benefit from these institutions. The annual cost to Government of the 14 common rooms is Rs. 1,500.

382. *Discipline*.—The strike at Patna College has been noticed in the appropriate chapter. During the year under review several breaches of discipline were reported, the majority coming from High Schools. In Bhagalpur, however, the state of affairs appears to be better than in other divisions, for the Inspector writes as follows:—

Discipline was satisfactory on the whole. There has been co-operation between guardians and educational officers in the effort to form the character of pupils. This has resulted in a spirit of ready and willing obedience. Mr. Garrett, District Magistrate of Purnea, believes that there is a perceptible improvement in the tone of the schools and that boys generally are wonderfully keen and willing to follow. 'It is out of school hours,' he says, 'that they want sympathetic leadership, direction and encouragement and it is here that our system is most defective.'

On the whole there is no doubt that discipline is not so strict as it might be in most schools, though there are honourable exceptions. In accordance with a recommendation made by the conference on Moral and Religious

Education a series of instructions has been framed to regulate rewards and punishments in schools. These instructions are incorporated in the Education Code.

383. *Control by parents.*—Earlier in this chapter it has been mentioned that when boys go to school they often pass to a great extent out of the control of their parents and that in consequence there is the more need to provide them when at school with some form of moral or religious instruction in order to mould their characters on the right lines. Such instruction probably comes with more weight from a parent than from a teacher, unless the latter is at the same time a minister of religion, and the department has therefore done what it can to preserve parental control as far as possible. An annual meeting of the parents and guardians is held at each Government High School, except in the Patna Division, where unfortunately it is reported that such meetings have been abandoned owing to want of funds. It is generally agreed that these meetings have the effect of interesting parents and guardians in the schools and in the work of their sons or wards, and it is to be hoped that they will be reinstated in the Patna Division and continued elsewhere. Progress reports are issued at all Zila Schools and many other High Schools after the periodical examinations. During the period under review it was laid down that the parent or guardian of any candidate for admission to a Government or aided High School should fill up a form stating where his son or ward will reside during the term, and it is the duty of the Headmaster, if he approves of the condition of residence which the parent or guardian desires, to see that the boy actually lives at the place indicated.

384. *Teachers and Pupils.*—The Orissa Inspector writes :—

It is more and more being realized that it is a mistake on the part of the teachers to keep themselves aloof from the pupils. Teachers associate more freely with their pupils in a friendly way than they ever did before and thus have greater opportunities for influencing the boys. Hostels also have done a good deal to improve the feeling between pupils and teachers.

The Conference on Moral and Religious Education recommended that in selected schools the experiment of appointing "House Masters" should be tried, each master being placed in charge of the pupils residing in a particular part of the town. The schools which have been selected for the experiment are the Ravenshaw Collegiate School, the Muzaffarpur Zila School and the Zila School and C. M. S. High School at Bhagalpur. With regard to the two latter the Inspector reports that the guardians are apt to consider the teachers' visits as an intrusion or even to argue that having paid fees they have fully discharged their duty to their wards and therefore to refuse co-operation. Some of the teachers, too, take but little interest in their work. The Inspector, however, considers that the scheme has great possibilities and recommends its continuance. From Muzaffarpur it is reported that the scheme has proved useful and has led to an improvement in the condition under which some of the students reside. It would seem that the time has come to give it a somewhat wider trial.

385. *Keys.*—A habit which is indirectly prejudicial to discipline is the use of "keys", for boys who employ these aids tend to idle in school and to cram up their work at home. It is difficult to ascertain how far "keys" are in use, for they are discouraged by the department and are therefore only used surreptitiously. The Patna Inspector writes :—

The use of keys was discouraged, but certain annotated editions of English poems and of the Sanskrit Matriculation Course were tolerated. In certain Primary Schools it has been found that boys use meaning books of the simplest text-books and this often with the connivance of their teachers.

From Motihari it is reported :—

There are keys to all the subjects under the denomination of 'Notes on English Literature', 'Aids to English Grammar', 'Synopsis of History', 'Short cut to England's Work in India', 'Matriculation Examination Manual'. Some of these are positively injurious, others are allowable for the students to consult after they have fully mastered the subject by their own exertion and this, before the examination, to refresh their memory.

The Chota Nagpur Inspector writes :—

Keys, though discouraged, appear to be in use in many schools and I have found many of them in hostels. There appear to be keys to all or almost all the literature books, Sanskrit courses and English readers in use and answers to the books on arithmetic, algebra and geometry, as well as helps to history readers. While teachers are as poorly qualified as is now often the case, keys are sometimes valuable for their assistance, but it would be better if annotated editions could be published authoritatively and made available for the use of teachers only.

The Additional Inspector states that in Angul the use of printed keys has been discouraged and that instead the teachers write out notes and dictate them to the students. How far cramming of this type is preferable to the use of keys would appear to be doubtful.

CHAPTER XXII.

Conferences and Committees.

386. During the quinquennium committees were appointed by Government to prepare schemes for a University at Patna and for the development of the Bihar School of Engineering and to examine the questions of School Hygiene, Sanskrit Education, Primary Education, Muhammadan Education, Moral and Religious Instruction, Female Education, Technical and Industrial Education and a School-Leaving Certificate. In each case non-official co-operation was sought and all the reports except those relating to School Hygiene, the Bihar School of Engineering, and the proposed School-Leaving Certificate were published for criticism before any action was taken. The two last-named reports again, though not published, were circulated among persons likely to be interested. The questions of the University and of the School-Leaving Certificate, which is indirectly connected with it, were not settled during the period under report, while final orders had not been received regarding the Bihar School of Engineering and Technical and Industrial Education. In the other six cases Resolutions were issued by Government which have laid down a definite policy for the department to follow. These resolutions are noticed in the appropriate places in the report. The appointment of Committees inevitably led to a certain amount of delay at a time when money was plentiful, while by the time that the reports had been received and digested, the financial situation had so changed that it has not yet been possible to give effect to some of the recommendations. At the same time it would have been difficult for the department to deal confidently with many of the problems which have arisen had not the general lines of policy to be followed been laid down, and it was greatly to its advantage that in framing that policy the co-operation of non-officials was sought.

387. Besides the above committees, which were appointed by Government, departmental committees, on which also non-official opinion was represented, were convened to deal with the question of the School-Leaving Certificate for High Schools, with the same question for Middle Vernacular Schools, with the education of aborigines in the district of Ranchi and with the curriculum for the first four classes of High Schools. The Vernacular School-Leaving Certificate scheme was published for criticism before its introduction in 1916 as a tentative measure.

388. A small committee consisting of three official members was appointed by Government in 1915 to frame a scheme for a Provincial Museum and Public Library at Bankipore. Their report, which was published for criticism, is still under consideration.

389. A conference of Inspectors and Inspectresses was held in Ranchi in June 1912, but in subsequent years two such conferences have been found necessary, one being held at Ranchi in April and one at Bankipore in November. At each conference the promotions to be made in the lower classes of the Subordinate Educational Service and in the Lower Subordinate Educational Service are

discussed. The power to make such promotions was delegated to Inspectors in 1911, but it was found that if each officer worked independently it would constantly happen that a deserving officer would be superseded owing to the fact that the vacancy necessary for his promotion occurred in another division. A brief discussion at a conference when each man's claims are represented by his superior officer saves much heart-burning and delay. The April Conference also deals with the distribution of the allotment for grants-in-aid, which also is a matter that it would be difficult to settle by correspondence. In addition to these questions there are always a number of other important topics for consideration. The assistance given to the Director by the inspecting officers present at these conferences is particularly valuable, and the meetings have served to unite the Inspectors and to secure uniformity of policy.

390. In October 1914 orders were issued that each Inspector, Deputy Inspector and Sub-Inspector of Schools should hold an annual conference of his subordinates which other persons engaged on educational work in the area concerned might be invited to attend. Such conferences had often been held in the past, but there had been no fixed system. It was now laid down that at each conference arrangements should, if possible, be made for a series of lectures, model lessons and discussions on educational subjects, while at the Inspectors' conferences the Principal or the Vice-Principal of the Patna Training College was, when possible, to deliver a course of lectures for a period not exceeding a week. The lectures were to be followed by discussions and debates. These conferences have afforded valuable opportunities for exchange of ideas between persons interested in educational work. The general opinion is expressed by the Orissa Inspector who writes as follows :—

The utility of conferences as an agency for spreading new educational ideas and ideals has, during the quinquennium under report, been much appreciated. The annual Divisional Conference, especially, has had the effect of engendering a strong feeling of unity and co-operation among the Inspecting Officers of the Department and the Headmasters of all the High Schools.

391. In January 1915, further orders were issued encouraging the formation of Headmasters' associations at places where a number of High Schools exists. Such associations have been formed at Patna-Dinapore, Bhagalpur, Monghyr, Chapra, Muzaffarpur, Darbhanga, Balasore and Cuttack, while at Ranchi the Headmasters and the Inspector hold informal meetings twice a year. The Association at Patna is reported to be doing good work, especially in the matter of maintaining discipline. The other associations are not mentioned in the reports. Associations of Women Teachers and Inspecting Officers have been formed at Bankipore, Cuttack and Ranchi. The Bankipore Association held nine meetings in 1916-17; these were well attended and have proved popular with Indian *pardah* Teachers. At Ranchi and Cuttack also the meetings are said to be greatly appreciated by those engaged in the work of teaching.

392. The order referred to in the previous paragraph also directed the formation of an association of the teachers in each High School in the Province for the membership of which the local Inspecting Officers of the Department should also be eligible. In Bhagalpur these associations are reported to be both popular and useful. The Patna Report mentions that matters relating to discipline and questions of general interest are discussed at the meetings and that model lessons are given by trained teachers. The Chota Nagpur Inspector doubts whether much has been gained by giving these associations a formal constitution, but considers that it is certainly of value for the teachers and local Inspecting Officers to meet regularly for the discussion of educational problems.

393. A proposal for a Guild of Trained Teachers has been sanctioned, but is in abeyance until the financial situation improves.

394. In April 1913 a Provincial Students' Advisory Committee was established at Bankipore with a Branch Committee at Cuttack and corresponding members in every district of the Province for the benefit of Indian students proceeding to England. The members of the Provincial Committee are the

Commissioner of the Patna Division, *President*, the Director of Public Instruction, the Principals of Patna College, Bihar National College, Patna Training College and the Bihar School of Engineering, and the Civil Surgeon of Patna, *ex officio* members, and five other members appointed by Government. Mr. V. H. Jackson, now officiating Principal of Patna College, is Secretary to the Committee. The members of the branch committee for Orissa are the Commissioner of the Orissa Division, *President*, the Principal of Ravenshaw College, the Inspector of Schools of the Orissa Division and the District Officer of Cuttack, *ex officio* members, and two non-officials appointed by Government. The corresponding members are the remaining Commissioners and District Officers, the Principals of *mufassal* colleges and 13 other gentlemen. The members are appointed for a period of three years and the Committees are empowered to add to their numbers whenever they find it necessary to do so.

395. The functions and duties of the Committees and the corresponding members are (1) to furnish information and advice to students and, as far as possible, to assist them in obtaining practical help on their arrival in England; (2) to give help and guidance to the parents or guardians of the students; (3) to circulate to colleges and other institutions the educational, financial and social information collected by the Central Bureau in London; (4) to communicate with the Central Bureau on behalf of students before they start, or on behalf of their parents when they are in England; and (5) to keep up to date the handbook of information published by the Central Bureau in London.

396. The Committee held two meetings during the year 1916-17. The Secretary writes:—

Owing to the unfavourable conditions created by the War, the amount of advisory work continued to diminish, in accordance with the general experience of other Provinces. Twenty-one students applied to the Secretary for information and advice during the year, of whom eleven were interviewed on one or more occasions. Two students were referred to the Committee by the Secretary of the Dacca Committee. Only a few of the corresponding members were consulted by students during the year. It is generally recognized by students and their parents or guardians that except in special cases it is advisable to postpone a journey to England for the present. Three Indian students belonging to this Province are known to have left for England during the year. Two of these, who intended to study Engineering at Glasgow, did not consult the Committee, presumably because they had made arrangements in Bengal, where they had been educated. The third has joined Edinburgh University as a Medical student, having received all necessary assistance before he left with the Committee's recommendation in August 1916. Another student, who had made arrangements through the Committee for admission to Glasgow University as an Engineering student, decided to postpone his journey for another year in order to pass the B. Sc. Examination, and he is now about to start.

397. During the period under review 120 students applied to the Secretary for advice, 36 being Muhammadans, 35 Bihar Hindus, 13 Oriya Hindus, 28 Bengalis and 8 of other nationalities. Thirteen students are known to have left for England after consulting the Committee and six without doing so. Of the former eight are studying at Oxford or Cambridge including two working for the Indian Civil Service, two are studying Law and the other three have taken up medicine, metallurgy, and chemistry respectively. Of the latter three are studying Engineering, two are working for the Indian Civil Service and one is reading Law.

CHAPTER XXIII.

The Text-Book Committee, Libraries and Literary Societies.

398. A Text-Book Committee for the Province was constituted in May 1913 with headquarters at Bankipore and Sub-Committees at Raachi and Cuttack, to consider books written in the vernaculars of Chota Nagpur and Orissa, respectively. The Chota Nagpur Sub-Committee proved superfluous and was abolished two years later. The year 1913-14 was spent mainly in the

framing of rules of business. It was decided to form seven Special Committees, in addition to the Orissa Sub-Committee, to deal with the following subjects :—

- (1) English Literature, Grammar and Composition.
- (2) Mathematics, Natural Science and Sanitation.
- (3) Urdu, Persian and Arabic.
- (4) Hindi and Sanskrit.
- (5) Bengali.
- (6) History and Geography.
- (7) Education and Teaching.

An eighth Special Committee, to deal with the vernaculars of Chota Nagpur, was formed when the Chota Nagpur Sub-Committee was abolished. Both the Sub-Committee and the Special Committees meet ordinarily twice a year and their reports are laid before the Central Committee which may confirm, modify or reject their recommendations, or refer the matter back for further consideration, or call for a supplementary report from any other Special Committee with whose subject the book in question is in any way connected.

399. The Text-Book Committee has hitherto met three times a year. Lists of approved books are published half-yearly, while every year a consolidated list of such books is brought up to date and gazetted. Books approved for libraries are divided into three classes : (1) books for reference libraries, (2) books for class libraries, and (3) books for staff libraries. An annual grant of Rs. 1,000 is made by Government for the payment of fees to members of the Committee for reviewing books.

400. The Committee appears to be unable to keep pace with its work, for the number of books under consideration at the end of each year is rising steadily. In March 1914 it was 852, the next year it had risen by 181, the next year by 249 and last year by 107, the total on hand on March 31st, 1917, being 1,289. The total number of books received during the four years was 3,574. Measures for expediting the work will be necessary. Special steps are being taken to push forward the examination of books intended for use with the new syllabus of studies for middle and primary classes to be introduced in January 1918.

401. From the lists of books approved by the Text-Book Committee, the Director annually prescribes certain books to be used in all primary and middle schools which present pupils for the departmental scholarship examinations and in class III and the lower classes of Government High Schools. This list, which is prepared after reference to the Inspectors, who in turn are free to take the opinion of their subordinates, is generally followed in aided schools also, though such schools are free to choose any books from the approved list.

402. An attempt was made in 1915 to replace the drawing books then in use, which contained figures mainly symmetrical and designed to be copied alongside the originals. Orders were issued that in future the drawing books should be blank and that carefully selected Drawing Cards should be used as models ; that in free-hand drawing asymmetrical figures should be employed for the most part, that simple natural and common objects should be used to draw from, and that snapshot drawing and drawing from memory should be encouraged. Difficulties are, however, being experienced in obtaining a suitable series of Drawing Cards.

403. Complaints as to difficulties in obtaining the prescribed text-books have become less frequent now that arrangements have been made to publish not later than August the list for the following year. A system was introduced in 1913 of appointing recognized agents for the sale of books to primary schools, the agents, who are not to be Government officials, being appointed by Inspectors in consultation with the Chairmen of the District Boards concerned. The conditions required for registration are that the agent shall keep a reasonable stock of books and supply them with reasonable punctuality and at reasonable prices, that he shall maintain at least one branch shop in the district and that he shall give no encouragement to the sale of keys. The system appears to be working smoothly.

404. Of the Junior Teachers' Manuals required for the old syllabus those in Hindi, Bengali and Oriya had been published before the quinquennium, while that in Urdu was published in 1912-13. The Senior Teachers' Manual was published in Hindi, Bengali and Oriya in that year, but the Urdu version did not appear till the beginning of 1916. These manuals are now being revised so that they may conform to the new curriculum and the instructions laid down in the Education Code.

405. Readers in Mundari were published on behalf of the Department in 1912-13 for the second year Infant Class and Standard I, together with an arithmetic for the latter class. A Mundari Reader for the first year class has since been prepared by a private firm, but has not yet been approved. The departmental Santali Reader for the second year Infant Class was published in 1913-14, that for Standard I in the following year, and that for Standard II in 1916-17. In the Kui dialect a reader for the first year Infant Class was introduced in 1916 and one for the second year class in 1917, while readers and an arithmetic for the Lower Primary classes have been sanctioned. The Mundari readers are not used in Roman Mission Schools, as the latter use the Roman and not the Nagri script, but their use is compulsory in other schools in the Munda area where more than half of the boys are Mundas. Opinions differ as to their value: many parents wish their boys to begin to learn Hindi as soon as they go to school, and it is argued that if Hindi is taught through the medium of Mundari it should not be difficult for the boys to learn it. On the other hand, many people hold that children will make much more rapid progress if, when they begin to read, they first read words with which they are familiar. The Santali Readers are not used by the schools under the C. M. S. Mission, as the latter object both to the dialect in which they are written and to the quality of the illustrations. Apart from these readers for aboriginal schools the production of text-books has been left during the quinquennium entirely to private enterprise.

406. A sum is placed annually at the disposal of the Director for the encouragement of useful literature, and the amount spent during each of the five years has averaged Rs. 3,687. The usual practice is to purchase a certain number of copies for presentation to schools and colleges. Assistance is also given at times towards the publication of useful books by the promise of the purchase of a number of copies for distribution. Among the books on which money has been spent from this grant during the past five years are an edition of the Ramayana (Rs. 920) and of the Mahabharata (Rs. 2,204), the History of the Coronation Darbar (Rs. 872), a Ho Grammar (Rs. 1,045), an Oriya Dictionary (Rs. 2,000) and a number of books on the War. The department also subscribes to several journals including the Patna College Magazine, 'Indian Thought', a quarterly edited by Dr. Ganga Nath Jha of Muir Central College at Allahabad, 'Shiksha', a weekly journal in Hindi published by the Khadga Vilas Press at Bankipore, and the 'Fauj-i-Akhbar,' published by Rai Sahib M. Gulab Singh and Sons of Lahore.

407. In addition to the purchase of books and periodicals relating to the War, the department has arranged for information on that subject to be spread by means of magic lantern lectures. At the beginning of the quinquennium the Inspectors had between them only two lanterns, of which one was intended for the three Bihar Divisions and one for Chota Nagpur and Orissa. In 1915 ten more lanterns were bought, so that each of the five Inspectors might have one as well as each Inspectress and Assistant Inspectress. Five sets of 50 selected slides on the War were bought at the same time and fresh slides are supplied monthly. Lectures on the War are now given regularly at a number of schools. It may be added that when the new lanterns were bought several sets of slides with pictures of India and the British Isles were bought as well as those on the War, but at present the War slides naturally excite the greater interest.

408. When dealing with this topic it seems appropriate to mention the steps taken to foster the Imperial idea and to encourage loyalty in the schools and colleges of the Province. In 1913 orders were issued that the Union Jack was to be displayed on the buildings of colleges and of secondary and

technical schools on Proclamation Day, the King-Emperor's Birthday and the Darbar Day, and a sum of Rs. 3,000 was provided for the purchase of the necessary flags. Steps were taken to print and circulate versions of the National Anthem in Hindi, Bengali, Urdu, Oriya, Santali, Mundari and Oraon, while some 2,100 portraits of the King-Emperor and Queen-Empress have been supplied to colleges, European schools, Secondary schools, Upper Primary schools and those Lower Primary schools that are under public management. It is usual for schools which have been provided with the Union Jack to hoist it during inspections as well as on the occasions already mentioned, and the National Anthem is frequently sung in those schools where the English system of music is known, while in other cases it is recited. The Darbar Day is observed as a holiday in all colleges and schools, and is generally celebrated by athletic sports or similar festivities, while an address is given by the headmaster or a selected teacher explaining the reason for the celebration and the advantages of British rule.

409. The preparation of a catalogue of the valuable manuscripts in the Oriental Public Library at Bankipore continued throughout the five years. Four volumes have now been published and another is in the press. The officer at work on the Persian manuscripts, Khan Sahib Abdul Muqtadir, continued on duty throughout the period. Dr. Azimuddin Ahmad, who had been studying at Leipzig for three years, returned in 1913 and took charge of the work on the Arabic manuscripts relieving Maulavi Abdul Hamid, but in January 1914 Dr. Ahmad obtained a post under the Punjab University and Maulavi Abdul Hamid returned to the work. The salaries of these officers and the cost of printing the catalogue are paid by Government which also meets the following recurring charges for the library :--

Allowance to the Secretary and Librarian @ Rs. 50 p. m.	Rs. 600 per annum.
Pay of the Assistant Librarian @ Rs. 100 p. m. ...	1,200 „ „
Part cost of the Library Establishment ...	1,440 „ „
Travelling allowance ...	550 „ „
Cost of telephone ...	190 „ „
Total ...	<u>3,930</u>

A grant of Rs. 2,000 was made in 1913-14 for the purchase of fire-proof steel book-cases, while a number of the more valuable manuscripts have also been photographed.

410. The number of libraries and literary societies submitting returns was 68 in 1911-12, 69 in 1915-16 and 71 last year. Apart from the Oriental Public Library mention is made by the Inspectors of the Bihar Young Men's Institute at Bankipore, which receives a monthly grant of Rs. 50 from Government; the Rupkala Bhagwan Library at Bankipore and the Sri Manu Library at Gaya, which aim at collecting Hindi and Sanskrit manuscripts; the Nagri Pracharini Sabha at Arrah, which has as its object the improvement and dissemination of the Hindi language and the preparation and publication of standard books in that vernacular; the Bihar Hitaishini Library at Bankipore, which receives a monthly grant of Rs. 10 from the Patna Municipality; the Tirhut Educational Society at Muzaffarpur, which manages an Industrial School; the Sanskrit Samitis at Cuttack, Puri and Balasore; the Utkal Sahitya Samaj at Cuttack; B. De's Club at Balasore and the Brahma Sam'ti at Angul.

411. A Provincial Research Society was founded in January 1915 to promote research in Bihar and Orissa, and to record the results of such research. The work of the Society is divided into four sections dealing with (1) History, (2) Archaeology and Numismatics, (3) Anthropology and Folk-lore, and (4) Philology. The first issue of the society's journal was published in September 1915 and six other volumes appeared during the quinquennium. Hitherto the majority of the papers published have dealt with anthropology. The Society, which has more than 300 members, owes a great deal to the keen interest taken in it by the present Lieutenant-Governor of the Province.

412. Information as to the different College libraries in the Province has been given in Chapter VII. A grant of Rs. 500 over and above the ordinary annual grants was made in 1914-15 for the improvement of the library of each Zila School and many of these collections now contain a large number of useful books. It should however be remembered that as the libraries grow more valuable more care must be taken of them. The Chota Nagpur report mentions the disappearance of 301 books from two schools; the value of the books, Rs. 317-15-0, has been recovered from the persons responsible. Many privately-managed High Schools have fairly good libraries, though the Orissa report notices a general weakness in books in Urdu, Persian and Arabic. Schools of lower status are generally very poorly off both for books of reference and books of general interest, but this state of things should gradually improve if inspecting officers insist that the library allotments are fully spent. Most schools are at present very inadequately provided with pictures and charts.

CHAPTER XXIV.

Conclusion.

413. An endeavour has been made in the preceding chapters to give a comprehensive account of the progress made during the past five years and at the same time to furnish such statistics as are likely to be either of interest to the general reader or of value to the department for purposes of reference. The fact that the review is the first quinquennial review for the Province has necessarily added to its length, for it has not been possible to refer to any preceding review and to explain only what changes there are to record, but each subject has had to be dealt with *de novo*. The progress recorded is, I venture to think, considerable, and shows that the officers of the department have been working at high pressure during the past five years, especially of late when so many members of the Indian Educational Service have been called away to military service and the burden on those left behind has correspondingly increased. Where progress has not been as rapid as might have been wished, particularly in the case of primary education, I have, I think, shown that the principal cause is the financial stringency brought about by the war and not any lack of activity on the part of the staff. Thanks are specially due for the efficient and zealous co-operation of the senior members of the Indian and Provincial Educational Services, both in the inspecting and in the teaching branches, in circumstances which have demanded special exertions.

414. The department is deeply indebted to non-official educationists. A very large share of the educational work in this Province is done by the different missionary bodies and, but for their labours, either the education of a large section of the people would be neglected, or the department would have very greatly to increase its personnel and expenditure; whilst even then much of the educational work now done would fall into abeyance. For their most cordial co-operation thanks are due to the Heads of the S. P. G., the Dublin University, the United Free Church and the Roman Catholic Missions in Chota Nagpur; to the Heads of the Baptist and Roman Catholic Missions of Patna and Orissa; and to the Church Missionary Society and the Scandinavian Mission in the Bhagalpur Division. Nor can the important work of the authorities of the East Indian and Bengal Nagpur Railways be overlooked.

415. My personal thanks are due to Messrs. G. E. Fawcus, R. McCombe, F. R. Blair, and Nalini Mohan Das Gupta, who have successively performed the very exacting duties of the Assistant Director of Public Instruction. To their able and willing assistance is largely due whatever has been achieved by the Director in the last five years.

416. I am also greatly indebted to Mr. Fawcus, who was placed on special duty to assist me in writing this report, for the care and thoroughness which he has brought to the work, thus relieving me of much heavy labour.

J. G. JENNINGS,

Director of Public Instruction,

Bihar and Orissa.

The 24th September 1917.