

CHAPTER XIV.

EDUCATION AND CULTURE.

PROGRESS OF EDUCATION.

The District of Saharsa, which was a sub-district since 1944 within the district of Bhagalpur for all administrative purposes, gained the status of a full-fledged district on the 1st April, 1954. For the purposes of educational administration, it was separated from Bhagalpur district in the year 1949.

Regarding progress of education it is mentioned in W. W. Hunter's *Statistical Account of Bengal* (Vol. XIV), 1871 that there was one aided Middle English school at Madhepura and two unaided schools at Sonbarsa and Supaul. Byrne in the *Old Gazetteer of Bhagalpur* had mentioned that education though making considerable progress was in a backward condition*.

The statistics below for Saharsa district from 1950-51 to 1961-62 supplied by the Education office at Saharsa indicate the progress of education:—

Year.	No. of schools.	No. of scholars.
1950-51	740	44,319
1951-52	756	44,496
1952-53	876	44,981
1953-54	943	53,968
1954-55	1,045	54,870
1955-56	1,075	61,906
1956-57	1,175	70,542
1957-58	1,302	79,900
1958-59	1,375	1,15,451
1959-60	1,408	1,32,138
1960-61	1,482	1,42,723
1961-62	1,520	1,48,135

The schools included in the above table are of various types, i.e., primary, middle, secondary and girls' schools.

Apart from the progress in education through the conventional line of teaching there has been a number of institutions for imparting what has come to be known as basic education and social education.

* Byrne's *District Gazetteer of Bhagalpur* (p. 154).

Seventy-six basic schools and two hundred and ninety-nine social education centres are now functioning in the district. The system of basic education was introduced in the district in 1949 on an experimental basis at Madhukarchak and Rajinbabhangama in Madhepura subdivision. Crafts, agriculture, manual work and physical training find an important place in the syllabus and extra-curricular activities are given prominence.

A comprehensive rural uplift programme is sought to be implemented through basic schools and social education centres. This programme consists of (1) rural cleanliness, (2) social uplift work, (3) demonstration of the scientific agricultural and cottage industries developments, (4) processes showing how science may be correlated to these operations with marked success, (5) disinfection of wells, (6) providing social recreation to the communities, (7) developing their aesthetic faculties, (8) utilisation of compost pits, urinals and trench latrines and (9) relief work through *khadi* production. It cannot, however, be said that basic education has been popular or has struck roots in spite of a large sum annually spent by the State over this. This system of education has been recently severely criticised by some of the scholars.

So far social education is concerned, originally it was started as a mass literacy drive in 1938-39. The mass literacy campaign and adult education drive have come to be known as the Social Education Scheme. Through the social education centres it is expected that illiteracy will disappear and there will be a general social uplift. The Community Development Project and Blocks have taken up this work actively. The objective is great, no doubt, but it is not known how far the objective has been successful. No appraisal was made.

It may be noted that there have been certain important changes in the field of education in recent years in the State and Saharsa has not been an exception. The District Board has been absolved of its responsibility to impart education to a great extent and this task has been taken over by the State. This scheme was implemented in Saharsa in May, 1957. The District Education Fund was put under the District Superintendent of Education. Regarding stipendiary and aided schools the power of the District Board has been almost reduced to nullity. The record of the progress of education under the District Board was not good although large figures of schools and scholars used to be reported. In most of the schools there were complaints of various types and that is why the change in the control and administration was made.

There have also been some changes in the field of secondary education. Higher Secondary course was introduced in 1958 in the district and seven schools have been converted into higher secondary schools. The higher secondary schools will now teach up to the first

year standard of Intermediate classes and the colleges will have only three years' degree course. It is expected that more and more of the better managed secondary schools will be raised to this status.

INCIDENCE OF LITERACY.

Regarding the incidence of literacy in the district it may be mentioned that the overall percentage of literacy for both males and females during 1951 and 1961 was 8.86 and 13.75 respectively. Among females, only 3.89 per cent were literate and 96.11 per cent illiterate while, among males 23.05 were literate and 76.95 per cent were illiterate according to 1961 census. It may be noted that though the number of primary schools increased in the villages, only the younger generation benefited from them while the adults who were illiterate or semi-literate remained almost where they were in spite of the recently started adult education centres. It is generally found that for the average small cultivator, a young boy is an assistance in the field, and so the father does not seem to be very keen for schooling for the boy specially where the school is at some distance from the village. This is all the more true in the case of young girls who do not go long distances unescorted. But there has been some change. In the two Five-Year Plans 807 schools and 248 social education centres have been started and their number will considerably increase in the Third-Five Year Plan.

The spread of education in Saharsa district may be reviewed in the background of the spread of education in the State and in the country. According to 1961 census, the percentage of literacy and education in Bihar works out to 18.4 for the total population, 29.8 per cent for the male population and 6.9 per cent for the female population, as against all-India averages of 24.0 per cent, 34.4 per cent and 12.9 per cent respectively. The spread of education in Bihar cannot be said phenomenal and in fact, there are only four States in India, viz., Uttar Pradesh, Madhya Pradesh, Rajasthan and Jammu and Kashmir which have lower literacy rates.

According to 1961 census among the districts of Bihar, Saharsa has a lower incidence of literacy in the State. Patna tops the list with the percentages of 28.7 per cent, 43.5 per cent and 13.0 per cent respectively for total males and females literacy. The district of Champaran is at the bottom with only 13.2 per cent literates, Palamau with 19.6 per cent and Saharsa with 13.75 per cent.

Table D. VII in the *District Census Handbook of Saharsa* (1951) gives the district total of livelihood classes by educational standards*. Obviously these figures also include persons of other district who were found in Saharsa district on the day of census. The figures are given later.

* Extract from *District Census Handbook*, pp. 73-74.

In this table 'Literates' are the persons who can read and write but have not passed the middle or any higher examination. The number of persons who have passed the middle and higher examination has been shown separately for each grade or standard:—

Educational standards.	Persons.	Males.	Females.
1. Literates	1,01,854	93,616	8,238
2. Middle school	5,592	5,207	385
3. Matriculate	1,272	1,195	77
4. Intermediate	212	194	18
5. Graduate	104	100	4
6. Post-Graduate	16	16	Nil
7. Teaching	442	430	12
8. Engineering	3	3	Nil
9. Commerce	1	1	Nil
10. Legal	65	65	Nil
11. Medical	138	133	5
12. Others	58	58	Nil

From the statistics it is apparent that in the technical branches of education like Engineering and Commerce, women take little interest. The main career for educated women appears to be that of teachers and doctors. The category 'others' include those who have passed examination, such as, *Prathma, Madhyama, Sahityaratna, Visharad, Alim-Fazil*, etc. It cannot be said that the picture of literacy and education against the background of the total population is encouraging.

Low incidence of literacy.

The incidence of literacy is low although this district at one time had a high development of literature and philosophy. The constant Kosi floods, the epidemics, the consequent insecurity of life—all have contributed to this. Bad communications, want of employment chances within the district stood on the way of opening of schools and colleges. Even now the only high school for girls in the district at Saharsa town has less than 100 students (1963). The Maithil Brahmins and the Goalas who predominate the population are full of their past tradition but were not very keen till of late to turn to literacy and education.

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

The population of the Scheduled Castes, Scheduled Tribes and Backward Classes in the entire district based on the report of 1951 census of the District Census Handbook, Saharsa, published in 1956 at pages 66–68 was as follows:—

	Males.	Females.	Total.
Scheduled Castes ..	1,02,494	1,02,308	2,04,802
*Scheduled Tribes ..	14,997	13,369	28,366
Backward Classes ..	1,47,303	1,38,361	2,85,664

* The population of the Scheduled Tribes in 1961 Census is below 8,000 and obviously some mistake has been done. No reasonable explanations have been forthcoming either from the District Magistrate or the Census office.

The total population of Saharsa district according to 1951 census is 13,08,198. The population of the three categories above comes to 39 per cent of the total population.

They are distributed all over the district. For the welfare of the Scheduled Castes, Scheduled Tribes and Backward Classes the State Government have appointed one District Welfare Officer, one Assistant Welfare Officer and 16 Welfare Inspectors in 1954. These officers have the responsibility for the spread of education among the Scheduled Castes and Tribes and the Backward Classes.

The State Government have arranged to give students of these categories, stipends, exemption from school fees and book grants.

The following table supplied by the District Education Office at Saharsa gives the data in connection with the progress of special schools, i.e., primary schools for these classes of students:—

*Schools for Scheduled Castes.**

Years.	No. of schools.	No. of scholars.
1958-59	27	2,189
1959-60	29	2,272
1960-61	30	2,313
1961-62	33	2,303

Out of thirty-three primary schools, six are located in Sadar subdivision, fifteen in Madhepura subdivision and twelve in Supaul subdivision.

Schools for Scheduled Tribes.

Years.	No. of schools.	No. of scholars.
1958-59	4	253
1959-60	4	258
1960-61	4	242
1961-62	4	249

The schools are located at villages Khara, Budhma, Sheikhpur, Rasalpur Dhuriaya and Sunderpur.

Schools for Backward Muslims.

Years.	No. of schools.	No. of scholars.
1958-59	8	473
1959-60	8	470
1960-61	8	476
1961-62	8	483

The schools are located at villages Bhairopatti, Itwa, Babu Asthan, Muglaghat, Nandana Mangwara, Bhatkhora, Rahmatganj and Majhoua.

There is no special school for boys of Backward Hindu Community. Besides the above enrolment the number of students in general schools and colleges numbered about 15,733 including

* The Bantars, a scheduled caste was studied and it was found that the incidence of literacy and education was practically nil (P. C. R. C.).

girls in 1961-62. Students belonging to the above classes and the Backward Hindu Communities are awarded special scholarships and book grants from the Welfare Department.

As regards schools for the said communities it may be mentioned that they are located in pockets where these castes and tribes have a good population. In the schools for Scheduled Tribes, only the tribal children are allowed to take admission. But there is no such restriction in the Harijan schools at Bhairpatti, Rahmatganj, Rasalpur Dhuriaya, Sukhpur and Jhara.*

There are general scholarships for which selected pupils of middle and primary schools compete. There are 79 scholarships awarded by the District Board for boys and girls termed as lower primary scholarship valued at Rs. 3 per mensem tenable for two years. Besides, there are merit-cum-poverty scholarship numbering 87 for students reading in VI to XI classes at the rate of Rs. 10 for middle schools and Rs. 5 for high schools.

The following statement of stipends granted by the Welfare Department to the students of Scheduled Castes, Scheduled Tribes and Backward Muslims has been obtained from the District Welfare Office:—

Scheduled Tribes.

Years.	No. of stipends.	Total expenditure incurred.
		Rs.
1958-59	108	11,569
1959-60	113	12,412
1960-61	129	14,364
1961-62	152	17,712

Scheduled Castes.

Years.	No. of stipends.	Total expenditure incurred.
		Rs.
1958-59	596	59,342
1959-60	609	62,431
1960-61	628	68,664
1961-62	918	131,320

Backward Muslims.

Years.	No. of stipends.	Total expenditure incurred.
		Rs.
1958-59	292	43,575
1959-60	302	47,439
1960-61	317	51,300
1961-62	501	62,580

PRIMARY EDUCATION.

Primary education consists of teaching through the mother tongue in classes I to V of the age-group 6 to 11 years. It may be noted that separate figures for primary schools for Saharsa district before

* There has been an unaccountable drop in the population of the Scheduled Tribes in 1961—a matter discussed elsewhere. The District Officer has not got village-wise population figures.

1951 are not available. But it cannot be denied that there has been some progress in the incidence of primary education. In 1953-54 two important steps were taken. The first is the enforcement of the Expansion Improvement Programme Scheme which helped the problem of the educated unemployed and established schools in the district on an equitable distribution basis keeping in view the areas and the number of population for whom these schools were meant. The second is the promulgation of the Local Self-Government Amending and Validating Act, 1954, which put an end to the dual system of administration in the field of education to a considerable extent. Before 1954 the primary schools were controlled both by the local bodies and officers of the Education Department. The powers of the local bodies in the matter of payment, etc., were vested with the District Superintendent of Education (Elementary) who was later designated as the District Superintendent of Education.

Several schemes, namely, the Expansion Improvement Programme, introduction of intensive teaching of craft in middle schools, etc., were in operation during 1954. Under the Expansion Improvement Programme, new schools (primary and middle) are opened.

Under intensive teaching of the crafts in middle school it is reported that about nine middle schools have been provided with the facility of teaching crafts (1963). The view in general was to permit equal facility to one and all in matter of education. All these factors contributed to a great rise in the number of primary schools during the years 1961 and 1962.

The following table supplied by the District Education Office shows the trend of primary education in the district from 1950-51 to 1961-62:—

Years.	No. of schools.			No. of scholars.			No. of teachers.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.	Females.	Total.
	1	2	3	4	5	6	7	8	9
1950-51 ..	635	34	669	35,798	1,747	37,545	1,378	312	1,690
1951-52 ..	643	36	679	35,352	1,790	37,642	1,381	314	1,695
1952-53 ..	742	35	777	39,054	1,250	40,304	1,401	321	1,722
1953-54 ..	789	40	829	41,345	1,528	42,873	1,432	323	1,755
1954-55 ..	858	54	912	41,924	1,549	43,473	1,539	390	1,929
1955-56 ..	885	59	944	48,816	2,189	51,005	1,517	406	1,923
1956-57 ..	944	68	1,012	55,877	2,781	58,658	1,578	550	2,128
1957-58 ..	982	72	1,054	56,997	10,537	67,534	1,632	613	2,245
1958-59 ..	1,091	82	1,173	77,737	18,668	96,405	1,641	609	2,250
1959-60 ..	1,140	88	1,228	89,155	21,188	1,10,343	1,651	621	2,272
1960-61 ..	1,202	89	1,291	93,988	22,170	1,16,158	1,955	732	2,687
1961-62 ..	1,185	110	1,295	95,504	22,295	1,17,799	1,966	741	2,707

During the First and Second Five-Year Plans there had been great improvement in the primary education in the district. The number of primary schools had increased considerably, upgrading of lower primary schools into upper primary schools had been effected in sufficient numbers, funds had been sanctioned for the construction of new buildings and renovation of existing ones. The scale of salary of teachers had been upgraded. The scheme of appointment of lady teachers in primary schools was sanctioned and qualified ladies had been appointed in primary schools.* According to the announcement of State Government in 1949, education up to primary stage was made free throughout the State.

Compulsory primary education had been introduced at Kahra, Chatapur and Uda Kishanganj during 1960-61. In 1961-62 the percentage of boys attending schools as compared to the children of school going age comes to about 20 per cent. The percentage of boys attending the school is not very inspiring. Compulsory primary education has not evoked a proper response from the common man. The economic condition of the poorer people stands on the way. Many of the children near about ten years of age work for supplementing the family income. The schools are managed by State Government and the District Superintendent of Education is the controlling authority at district level.

MIDDLE SCHOOLS.

The middle schools has also recorded a steady expansion in the district. Till 1911 the middle schools were divided into two classes, (a) Middle English schools, i.e., schools teaching up to middle scholarship examination in which English formed a part of the course and (b) middle vernacular schools, i.e., schools which taught up to middle scholarship examination but where English was not taught. After 1911 such distinction of middle schools came to an end and there were no middle vernacular schools.

The old figures are not available, hence the figures from 1950 supplied by the Education Department have to be looked into.

It may be noted that the control of middle schools was entirely transferred to the District Board in 1925 in Bihar but after the promulgation of the Amending and Validating Local Self-Government Act in 1954, the District Superintendent of Education in the district had been made responsible for the control, management and payment to middle and primary schools in District Board area. The control of such schools by the Local Board of the respective subdivision did not have a salutary effect and was rightly terminated. A District Education Fund was opened in 1954 in which the contribution of the District Board and Education Department were pooled

* This scheme is being found very difficult to accomplish for want of suitable ladies.

together and from it expenditure was incurred. A District Planning Committee was set up in 1954 with the District Magistrate as the President and the District Superintendent of Education as the Secretary and members nominated by the Education Department. The Committee was made responsible for the opening of new schools, appointment of teachers and other work relating to the expansion of middle and primary schools in the district.

The following table supplied by the District Education Office shows the expansion of the middle schools during 1950-51 to 1961-62:—

Year.	No. of schools.			No. of scholars.			No. of teachers.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10
1950-51 ..	54	1	55	3,993	255	4,248	312	10	322
1951-52 ..	57	2	59	4,045	267	4,312	318	13	331
1952-53 ..	76	3	79	5,103	377	5,480	345	11	356
1953-54 ..	90	3	93	6,327	457	6,784	319	12	331
1954-55 ..	97	3	100	6,473	264	6,737	292	8	300
1955-56 ..	103	4	107	6,855	204	7,059	329	14	343
1956-57 ..	111	4	115	7,799	279	8,078	383	17	400
1957-58 ..	110	4	114	7,943	504	8,447	403	19	422
1958-59 ..	115	5	119	10,241	641	10,882	443	27	470
1959-60 ..	124	6	130	11,901	789	12,690	442	28	470
1960-61 ..	131	6	137	13,595	920	14,515	492	34	526
1961-62 ..	147	9	156	13,702	1,110	14,812	498	41	539

SECONDARY EDUCATION.

The establishment of Universities in 1857 had far-reaching consequence on secondary education.

Certain specific defects had grown out of the system of secondary education in vogue during the years 1854-1882—the mother tongue was completely neglected as a medium of instruction, nothing was done to train teachers for the secondary schools, and the course of study became too academic and unrelated to life mainly because there was no provision for vocational or technical courses. One further defect that had then taken concrete shape was that the Matriculation examination began to dominate, not only secondary education but even the education imparted in primary schools.

In 1882 an Education Commission known as the "Hunter Commission" was appointed by the Government to report on the

entire question of education in the country. The Commission was directed to enquire into the quality and character of the instruction imparted in schools.

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

During 1882-1902 there was a considerable expansion in the field of secondary education. It was partly due to the enthusiasm of private enterprise and partly to the system of grant-in-aid. There was a distinct shift in the society to receive western education and more through the medium of English language.

The system of education in vogue, however, made the problem of unemployment all the more acute as the Universities were thrown open to all types of students without any screening and most of those who passed through the Universities were more fit for white collared jobs only. Technical education is at a low premium and manual labour has come to be despised. In later years attempts were made to meet this problem. From time to time different committees have been formed at various levels to go into this question. One of them was the University Education Commission in 1948 under the Chairmanship of Dr. S. Radhakrishnan. The Commission recommended that the standard of admission to University courses should correspond to that of the present Intermediate examination, i.e., after 12 years of the study at the school and Intermediate college. The Commission thought that neither the public nor the Government had realised the importance of Intermediate colleges in the Indian educational system, and remarked that "our secondary education remains the weakest link in our education machinery and needs urgent reinforcement". Till the formation of the Secondary School Examination Board in 1951 all the secondary schools were under the control of Patna University and the Matriculation examination was conducted by Patna University.

There has been an improvement in the incidence of secondary education if the number of schools and scholars indicate improvement. The old statistics indicating the progress of secondary education are unfortunately not available. The figures from 1950-51 to 1961-62 supplied by the District Education Office have to be looked into for appreciating the expansion. It may be mentioned that in the Second Five-Year Plan period, seven high schools were converted into higher secondary and multi-purpose schools.

The following table supplied by the Education Office shows the expansion of schools for secondary education from 1951-52 to 1961-62:—

Years.	No. of schools.			No. of scholars.			No. of teachers.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.	Females.	Total.
	1	2	3	4	5	6	7	8	9
1950-51 ..	16	Nil	16	2,504	12	2,516	146	Nil	146
1951-52 ..	18	Nil	18	2,527	15	2,542	148	Nil	148
1952-53 ..	20	Nil	20	4,179	18	4,197	200	Nil	200
1953-54 ..	21	Nil	21	4,304	12	4,316	199	Nil	199
1954-55 ..	23	Nil	23	4,445	15	4,460	212	Nil	212
1955-56 ..	24	Nil	24	3,828	14	3,842	269	Nil	269
1956-57 ..	30	Nil	30	3,786	20	3,806	272	Nil	272
1957-58 ..	29	Nil	29	3,876	43	3,919	273	Nil	273
1958-59 ..	37	1	38	5,625	91	5,716	284	5	289
1959-60 ..	44	1	45	6,617	121	6,738	281	6	287
1960-61 ..	45	2	47	9,095	208	9,303	280	13	293
1961-62 ..	59	3	62	9,436	185	9,621	281	21	302

HIGHER SECONDARY AND MULTI-PURPOSE EDUCATION.

The higher secondary school is the latest type of institution covering a course of education for a period of 3 years and in some cases that of 4 years, depending upon the period of nature and course of the study. The higher secondary schools have been formed by the addition of one year which is taken from the period of Intermediate stage of the University.

Under memo. no. II/54-05/58-F-1451, dated the 8th May, 1958, the State Government accepted the recommendations of the Secondary Education Commission including the conversion of high schools into higher secondary schools for the introduction of diversified courses in such schools. The Government selected 25 Government and 22 non-Government high schools for conversion into multi-purpose higher secondary and higher secondary schools respectively. There is difference between a higher secondary school and a multi-purpose school. In a multi-purpose school diversified courses are followed

and different crafts are taught. The idea is to make it a craft-centred school which a higher secondary school is not. The State Government insists on some conditions on the fulfilment of which non-Government higher secondary and multi-purpose schools will be granted recognition. These conditions refer to the financial condition, strength of the pupils, the area served, management and control, etc.

The following schools have been recognised by the Government as higher and multi-purpose schools from 1958 to 1962:—

- (1) William Multi-purpose School (Supaul), (2) Multi-purpose Higher Secondary School (Madhepura), (3) Harawat Raj Higher Secondary School (Ganpatganj), (4) B. L. Higher Secondary School (Murliganj), (5) Multi-purpose Kosi Higher Secondary School (Birpur), (6) Multi-purpose Zila School (Saharsa) and (7) Sarvodaya Multi-purpose School (Murliganj).

The following table supplied by the District Education Office shows the progress of higher secondary schools including multi-purpose schools from 1958-59 to 1961-62:—

Years.	No. of schools.	No. of scholars.	No. of teachers.
1958-59	5	2,453	81
1959-60	5	2,467	87
1960-61	7	2,747	109
1961-62	7	2,903	114

HISTORY OF SOME OF THE IMPORTANT INSTITUTIONS.

Multi-purpose Higher Secondary School, Madhepura.

This school was established as a high school in 1896. It is one of the oldest schools in Bihar and has been the nursery of education in this district. It has at present (1963) about 351 students and 12 teachers. The school has its own building and a good library. It has also a wing of National Cadet Corps and Auxiliary Cadet Corps unit for the students.

Priyavarta High School, Panchgachia.

This school situated at village Panchgachia is the second oldest higher class institution in the district established in 1917 by Shri Priyavarta Narain Singh, *ex-zamindar* of the village. In 1963, it has 358 students including one girl student and 19 teachers. It has its own building, playing-ground and a good library.

Manohar Higher Secondary School, Saharsa.

It was established in 1929 in the name of Mr. M. G. Hallet, the *ex-Commissioner* of Bhagalpur Division. It was taken over by

the Government in August, 1956. Prior to 1959 it was a High English School. In August 1959 it was converted as Government Zila school. In 1963, it has 425 students and 20 teachers. It has also N. C. C. and A. C. C. units. It has its own building, playing-ground and a good library. Rai Bahadur Manohar Lal was the chief donor of the school. The name of the school was changed.

Bangaon High School, Bangaon.

This school was started in 1945 in Bangaon. In 1963 it has 454 students and 18 teachers.

The standard of students that are turned out has been criticised severely of late. Discipline is mostly a casualty. Many of the schools are ill-equipped, badly staffed and the students of a poor calibre. It is commonly complained that the system of education is not very helpful. The serious problem is engaging the attention of the Government and the public. That the academic standards both for higher secondary and college education have been considerably diluted is an accepted fact and it is now realised that the courses of higher education should be available only for those who are qualified by ability and attainment to pursue them and who wish to do so.

Government Girls' High School, Saharsa.

This school was started in 1956 as a private institution at Saharsa with only ten students. Shri S. K. Sinha, Ex-District Magistrate of Saharsa, Shri Manohar Lal Tekriwal, Shri Brajeshwar Mallick, Ex-Deputy Magistrate took keen interest in sponsoring the school. The first Headmistress was Shrimati Mohini Sinha. Contributions were received from several merchants and cinema owners for running the school at the initial stage. The school was taken over by the Education Department in 1958 and a new building near the court is under construction (1963). It has 84 students and 3 teachers in 1963. It has an A. C. C. unit and a good library.

Mission School, Saharsa.

This Christian Mission School was established in 1906 at Saharsa. It teaches up to middle school standard. It has 200 students and four teachers. It has its own building and a library. It is a very well run school and is in great contrast to the ill-equipped institutions so common in the district.

State Subsidised Multi-purpose School, Birpur.

Started in 1955 at Birpur, this school is maintained by the Kosi Project Department. In 1963 it has 475 students including 25 girl students and 15 teachers. It has its own building, playing-ground and a good library. It has the units of National Cadet Corps and Auxiliary Cadet Corps for the students. It has a hostel which accommodates about 120 students. The results since the inception of the institution have been very good. It is one of the best run schools in Bihar.

UNIVERSITY EDUCATION.

Patna University had jurisdiction over all the colleges of the State of Bihar before the formation of the Bihar University. Patna University was an affiliating University. Even before the formation of the Bihar Secondary School Examination Board, Patna University used to conduct the Matriculation Examination. But since the number of schools and colleges increased, the Bihar Secondary School Examination Board was constituted in 1951 with the responsibility of conducting Matriculation Examination. Later the work of Patna University was bifurcated between two Universities, viz., Patna and Bihar Universities in 1951. Patna University was given its jurisdiction over the colleges within the area covered by the Patna Municipal Corporation and became a sort of a residential-cum-teaching University. Bihar University had its headquarters at Patna and was created more to be an affiliating University and had jurisdiction over all the colleges of the State of Bihar excepting that of Patna, but including the Veterinary College and the Commerce College situated in the neighbourhood of Patna City but outside the municipal limits.

In 1960 two more Universities were created, namely, Ranchi University with its jurisdiction over the whole of Chotanagpur Division and the Bhagalpur University with jurisdiction over the whole of Bhagalpur Division. In 1962 one more University, namely, Magadh University with headquarters at Gaya was started. The jurisdiction is over the whole of Gaya district and the colleges of Patna and Shahabad districts which lie outside the New Capital area. The headquarters of Bihar University was shifted* to Muzaffarpur in 1960. Now all the four divisions of the State have an University at the divisional headquarters and the headquarters of the fifth University is in a district town.

The four colleges in the district are now affiliated to Bhagalpur University with headquarters at Bhagalpur.

Saharsa College.

This college at Saharsa town was established in July, 1952 with only 94 students and four lecturers. Rai Bahadur Manohar Tekriwal of Saharsa, Pandit Rajendra Mishra, the present President of Bihar Pradesh Congress Committee gave donations to start the college and Shri M. B. Mukherjee, Ex-Additional District Magistrate collected a handsome amount. The college was granted affiliation up to I. A. standard by the Old Patna University in the faculty of Arts. At the time of the creation of Saharsa district this was the only college in the district. The affiliation was extended up to B.A. standard in 1956-57 and Science teaching was introduced in July, 1957. This college is now affiliated up to degree standard in the faculty of Arts and Science. Honours teaching had also been started in English, Economics, Hindi and Political Science since 1961-62. The college

has introduced a department of classical music and one music instructor has been appointed to take music classes for the boys and girls of this college. Three years' degree course was introduced in the college in 1959-60. The college has its own land and building. The college has a fairly large library. The college has various societies for extra-curricular and sporting activities. A college magazine is also published. There are about 785 students including 27 girls and 29 lecturers including one lady lecturer. The college has units of National Cadet Corps and National Cadet Corps Rifles. There are four National Cadet Corps Officers and 660 cadets have been enrolled.

Thakur Prasad College, Madhepura.

This college at Madhepura was established in 1954 with 136 students and five lecturers. Shri Thakur Prasad, a businessman gave donations for this college. It was started as an Intermediate college. The affiliation was extended up to the degree course in Arts in 1957. Three years' degree course was introduced in the college in 1960. The college has a fairly large library. There are about 475 students including 25 girls. The college has a unit of National Cadet Corps Rifle.

Uda Kishanganj College, Kishanganj.

This college was established in 1957 at Kishanganj. It was started as an Intermediate college but was admitted to degree course in the faculty of Arts in 1959. There are about 275 students and 13 lecturers. The college has a small library.

Supaul College, Supaul.

This college was established in 1959 at Supaul with the efforts of Bharat Sewak Samaj and others. The Bharat Sewak Samaj collected about ten thousand rupees to start this college. The college is imparting education up to the degree standard in the faculty of Arts. There are about 335 students and 15 lecturers. The college has a small library.

The four colleges in the district have been turning out graduates but the standard is very poor. The colleges are not well-equipped and not well-staffed generally. Some of the subjects have only one lecturer. The tutorial system is not emphasised. The contact with the teacher and the taught does not go much beyond the classes. Sense of discipline is very poor. The investigator found examinations being held under police protection as teachers detecting corrupt practices among boys had been threatened. The students are fond of travelling without tickets and resent if pulled up. The teachers have had politics of their own and practically no one thinks of research. Writing of note books or text-books and private tuition or getting examinership are unfortunately the aim of most of the teachers.

BASIC EDUCATION.

The object of basic education system at the elementary stage is to impart education through socially useful productive activities like spinning, weaving, gardening, carpentry, leather work, book craft, domestic craft, pottery, elementary engineering, etc. It was introduced in the district in 1949 and two basic schools were started at Madhukarchak and Rajinbabhangama in Madhepura subdivision.

The basic institutions are controlled by the District Education Officer, whereas the Deputy Superintendent of Basic Education supervises the basic institutions and is the technical adviser to the District Education Officer.

With the implementation of the Expansion Improvement Programme Scheme in 1953-54, some traditional schools were also converted into basic institutions and some new basic schools were also started.

The following table supplied by the District Education Officer shows the apparent expansion of these schools which include both senior basic and junior basic:—

Years.	No. of schools.		No. of scholars.		No. of teachers.	
	Junior basic.	Senior basic.	Junior basic.	Senior basic.	Junior basic.	Senior basic.
1	2	3	4	5	6	7
1957-58 ..	51	13	3,510	3,049	67	111
1958-59 ..	52	14	3,543	3,187	71	118
1959-60 ..	54	17	3,699	3,302	74	125
1960-61 ..	57	18	4,172	3,482	74	119
1961-62 ..	57	19	4,205	3,661	67	109

It is difficult to get the proper type of teachers for such schools and most of the scholars are attracted by the stipends granted. The schools have not made any remarkable contribution to the academic progress of the district. The students generally go to high schools at an advanced age for further education after enjoying the stipends at the basic schools. The financial drain of the State exchequer for continuing this system of education has been very considerable and many eminent educationists and public men have recently expressed their diffidence in the way the system of Basic education is being run. Both the teachers and the trainees have not yet had any distinguishing feature in their own spheres and it is unfortunate that the Basic Education Scheme is most unpopular among the educationist and the employees of the Education Department.

PROFESSIONAL EDUCATION.

Teachers' Training schools form an important wing under professional education. The expansion of the schools of various types needed a very large number of trained teachers and to fill up the want of training schools for the teachers had to be opened up.

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

The training period of the Junior Basic Training schools at Madhepura, Saharsa and Supaul was extended from one to two years. In addition a Senior Basic Training school had been started at Sukhasan Marhora village in Madhepura subdivision. Candidates with the minimum qualification of a pass in the middle standard were admitted in the Junior schools while the Matriculates were admitted in the Senior Basic Training schools. In 1961 the distinction between the Senior and Junior Training schools was removed. All the schools were named as Teachers' Training schools. The standard is not high and the type of teachers turned out has been continued to be poor.

The following table supplied by the District Education Office will show the progress of professional schools in the district:—

Years.	No. of schools.		No. of scholars.		No. of teachers.	
	Senior Training school.	Junior Training school.	Senior Training school.	Junior Training school.	Senior Training school.	Junior Training school.
1	2	3	4	5	6	7
1957-58 ..	1	2	94	274	7	8
1958-59 ..	1	2	97	274	8	9
1959-60 ..	1	2	100	289	8	9
1960-61 ..	1	3	153	494	9	19
1961-62 ..	1	3	191	594	10	24

There is a common criticism that the standard of education is falling due to the inadequate equipment of the teachers. There is also a terrible dearth of even half-baked teachers. In our investigation one teacher was found running 4 or 5 classes simultaneously in several rural schools.

TECHNICAL EDUCATION.

The district is very backward so far as institutions for technical education are concerned. There are only two technical schools, viz., an Agricultural school and an Industrial school at Saharsa. A purely agricultural district, Saharsa needs more of technical schools.

Agricultural Training School.

This was established in 1957. It is a State-managed institution which imparts training in Agronomy, Horticulture, Irrigation and Drainage, Plant Protection, Agricultural Engineering, Cottage Industries and Civics. The minimum qualification for admission in the school is Matriculation passed with Mathematics. The total number of trainees in 1961-62 was 105 and four teachers. Up to the session of 1958-59 the course was of one year's duration and after passing from this school the students used to receive six months' higher training in extension work at any of the four Extension Training Centres of Bihar at Patna, Ranchi, Bhagalpur and Muzaffarpur. From 1959 the school has been upgraded and the course of study has been of two years' duration. Some stipends are given. The successful students are awarded Diploma in Agriculture and Animal Husbandry. The men that pass out are usually recruited as Village Level Worker in the Blocks. The school does not maintain any register to show if the trainees have had proper placement.

Industrial School.

It was established in 1960 and had 60 students and five teachers in 1961-62. This school imparts training in tailoring, leather work, carpentry, blacksmithy, etc. Some stipends are given. Students are mostly drawn to the school because of the stipends. There is no follow-on contact to find out if the trainees have had proper placement.

ORIENTAL SCHOOLS.

Under oriental schools come Sanskrit *tols*, *madarsas* and *maktabs* where teaching in Sanskrit and Urdu is given in subjects like poetry, grammar, language, etc. The students are trained for passing examinations for getting titles. They are usually absorbed as teachers of Sanskrit, Urdu or Persian in schools.

The progress of the Sanskrit *tols* and *madarsas* is shown in the following table:—

Year.	No. of Sanskrit tols.	No. of scholars.	No. of Sanskrit primary schools.	No. of scholars.	No. of Madarsas.	No. of scholars.	No. of Maktabs.	No. of scholars.
1	2	3	4	5	6	7	8	9
1958-59 ..	6	192	3	248	4	394	97	7,204
1959-60 ..	6	189	3	243	4	391	98	7,243
1960-61 ..	8	206	5	292	5	413	101	7,330
1961-62 ..	8	209	5	362	6	463	109	7,620

The above table shows that the number of Sanskrit *tois* and schools has increased during 1960-61. Oriental schools have received a general encouragement during recent years. Some modern subjects of Arts have been added in the syllabus of the Sanskrit schools and *madarsas* to suit the general educational pattern. Besides, there are four Sanskrit high schools in the district at Bangaon, Mahisi, Nirmali and Singheshwar Asthan established in 1956, 1958, 1950 and 1954 respectively.

PHYSICAL EDUCATION.

Drills and gymnastics are a regular feature in the schools and colleges. Outdoor games as a part of physical education have always been emphasised. Since 1956 under the patronage of State Government thirteen *Vyayamshalas* and *Akharas* at Sahsoul, Bishanpur, Bariahi, Bangaon, Nauhatta (two), Arraha, Baghwa, Kisanpur, Ekhar, Pachgachia, Nonaiti and Hempur have been opened to encourage physical training among the adults as well. A sum of Rs. 2,128 has been given as grant during 1961-62.

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

There is a Deputy Superintendent of Physical Education with headquarters at Saharsa to look after the physical education programmes in the educational institutions, *Akharas* and *Vyayamshalas*.

* It is a pity that indigenous games and recreations developing the body and the mind simultaneously are dying out. Games like *Kabadi*, *hadu-du* or mainly recreations like wrestling, etc., are not very popular now. They have been replaced by games like football, hockey, volley-ball, etc. Tennis has become very expensive and is losing ground.

Scouts and Girl Guides.

Till 1942 there were two district associations one under the Scout Association and the other under the Hindustan Scouts, running separately. In 1950 both the associations were amalgamated at higher level and the branches were merged in the district also. After merger the name became the Bharat Scouts and Guides Association. Regular training and the holding of camps are encouraged. The scouts and the guides are particularly trained to serve the country and with this object their services are utilised in Singheswar *mela* and other fairs for social work. In March, 1963 the total number of cadets in the schools in the district were 5,432.

* A. C. C.—Auxiliary Cadet Corps.

N. C. C.—National Cadet Corps.

N. C. C. R.—National Cadet Corps Rifles.

Auxiliary Cadet Corps (A. C. C.), National Cadet Corps (N. C. C.) and National Cadet Corps Rifles (N. C. C. R.).

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

The training is imparted to the students under the management of the 9th Bihar Battalion National Cadet Corps with headquarters at Mughyr. The Senior Division N. C. C. is meant for the college students, while the Junior division is meant for the school students. Since 1960 a new unit, viz., N. C. C. R. has been started in Saharsa college. There are N. C. C. and N. C. C. R. units in Saharsa college and N. C. C. R. units in Madhepura college. In March, 1963 the total number of cadets in these colleges were 800 which show that there is still a wide scope for the progress of the movement. The N. C. C. R. units are under the management of 58th Bihar Group N. C. C. R. with headquarters at Saharsa. There are A. C. C. units in a number of schools of the district. From July, 1963 these wings have become compulsory in schools and colleges.

These units deserve expansion. The want of the sense of discipline and responsibility that have vitiated the younger generation and the student community required such units as an antidote.

EDUCATION FOR THE HANDICAPPED, DEAF, DUMB AND BLIND.

There are no such schools in the district.

LIBRARIES.

The number of libraries and the incidence of readership gives a clue to the cultural development of a district. The district is very backward in the incidence of good libraries. The State Government have adopted "Gandhi Pustkalaya" at Saharsa established in 1954 as a district central library. There are about 2,000 books in various languages and a number of periodicals are also subscribed. The library has got 300 members and the daily readership is about 100. Some of the other libraries with much smaller scope are Christian *Sahitya Kendra Pustkalaya* (Saharsa), Muslim Library (Saharsa), Supaul *Pustkalaya* (Supaul), Kosi *Pustkalaya* (Birpur) Cheddi *Pustkalaya* (Bangaon) and Alamnagar *Pustkalaya* (Alamnagar). The readership at these institutions is very small and they are poorly equipped.

The State has now taken up aiding the libraries. There is a number of smaller libraries located throughout the district but none of them is well-equipped. The official figure in 1963 (March) is 163 libraries in the district out of which 78 libraries received grants from the State Government. This estimate does not include the libraries

maintained by some of non-officials in the district. Some of the social clubs like Saharsa Officers Club, Saharsa Life Insurance Corporations' Club, Kosi Club at Birpur also have their own libraries. The schools and colleges have also their own libraries but very few of them are properly equipped. It cannot be said that this district has made any substantial contribution to the library movement. Readership is very limited and the tools for encouraging readership are also meagre.

An investigation was made and it was found that literature of light type like novels, dramas, illustrated magazines, etc., has a larger patronage. Newspapers in English and in vernaculars are in greater demand in the urban areas than in the villages.

There are no Museum, Botanical and Zoological gardens in the district.

JOURNALISM, ETC.

No scientific periodicals or newspapers in any language are published in this district. Two monthly magazines, one in Hindi and the other in Maithili, namely, *Kalakar* and *Avibyanjana* are published from Saharsa town. They are both literary publications and have a very small circulation.

In the district there are some literary and cultural associations, viz. Maithili Samiti at Supaul established in 1945, *Sahityakar Sangh*, Supaul, established in 1961, Maithili *Sahitya Sansthan*, Saharsa started in 1962, *Navin Kalakar Sangh*, Saharsa established in 1960 and *Sangit Natya Parishad*, Saharsa started in 1963. Besides, there is a music school at village Panchgachhia where training in music is imparted by Shri Raghu Jha a musician of high eminence in Bihar. Excepting the music school the other associations are not well-organised or patronised. There are no scientific societies or museums.

Occasional cultural shows are organised at some places in schools or in public stages. People take keen interest in them on occasions like *Tulsi Jayanti*, *Bhartendu Jayanti* and *Rabindra Jayanti*. *Kavi Sammelans* are organised in educational institutions. There is a *Maithil Sahitya Parishad* at Saharsa which meets occasionally.

This district which had once a high incidence of Sanskrit learning and culture has had a terrible set-back due to the constant floods of the Kosi. When struggle for existence is the main problem naturally culture shall wilt. It is, however, expected that there will be a change now that the economy is likely to be stabilised.

SOCIAL EDUCATION.

As a Welfare State there has been a comprehensive programme to sponsor a chain of social education centres throughout the countryside where the common man along with men of other types, could

relax at their leisure hours and spend sometime usefully to them and to the community. Such centres are equipped with various types of audio-visual aids, games, provision for music, books, sewing and knitting apparatus. An attempt is made at these centres to liquidate illiteracy. Various types of performances, cinema shows and popular lectures are organised. Talks on health, education and sanitary measures are given. Women folk are encouraged to learn sewing, knitting and tailoring, etc. Most of these centres are located in the school buildings or in the office of *Gram Panchayats* or co-operative societies. These centres are normally manned in the evening. The State Government in the Education Department spend a large sum on these centres but there is a common criticism that the money is not well utilised.

The literacy movement for removing illiteracy is the main item for these social centres. A large number of teachers are employed and the number of teachers and students attending the social education centres have been on the increase from 1957-58 to 1961-62. In 1957-58 there were 261 centres, 7,403 scholars and 261 teachers. In 1961-62 there were 299 centres, 8,522 scholars and 299 teachers. It is not known if the figures really connote progress that they should indicate.

No appraisal has, however, been made of the efficacy of the organisation or the impact on the common man. It is a common criticism that the financial drain is not fully utilised.