Chapter-II

GROWTH OF EDUCATION

The progress of education in Bihar was slow. In the Bihar division, “the average number of the boys at the sudder school during the second quarter of 1858 was 89, while in the model school in the interior the average number was 413”. The school at Sarun had fallen into evil days. As a result of the Mutiny, a large number of boys had left the government school. Motihari was educationally the most backward place. There was no institution or educational establishment as all.

The schools in the Bhagalpur division were placed in the hands of unqualified and even ignorant people. So, they were not working well. Too good, the officiating Magistrate of Monger, lamented at the inadequate qualification of the teachers working in these schools. Many of them could ‘neither read nor write’.

In the Chhotanagpur division, there was great desire for learning English. The school at Lohardugga was ‘wellattended’. Thirty boys in the Chaibasa school were receiving instruction in the English language. A great number of boys had also expressed their desire to learn English.

The grants-in-aid system did not work well in Bihar. Indigenous schools did not get any benefit from it, because they did not charge fees from the students. Again, grant was to given equal to the sum raised by the people by way of subscriptions. But it was too heavy for the people to raise the requisite subscriptions. Moreover, the grants-in-aid system was mainly meant for these institutions which promoted education of a higher order.

So, the Court of Directors contemplated a plan for vernacular education in Bengal similar to that of the Northwestern provinces by which it was expected that with the liberal aid of government, a general scheme of decollating might be brought into operation without the necessity in the
case of each school, on the one hand of canvassing for local support and on the other of applying for grant from Government". The Government of India also shared their views. It regarded the system of grants-in-aid as ‘erroneous’ and came to the conclusion that ‘no general plan to popular education can be carried out’ based on such a scheme. It suggested the application of the grants-in-aid system not to all but schools for promoting education of a higher harder than that suitable for the mass of the people.

Consequently, the Lieutenant Governor of Bengal was asked to prepare a ‘separate scheme’ for the improvement of indigenous of vernacular schools. But the Lieutenant-Governor found nothing wrong in the policy pursued by him. He affirmed the success of the plan by noting “the plan laid down by me in 1854 and further extended by the great Education Dispatch has been sedulously, constantly sand successfully carried out”. He expressed his inability to suggest anything better than this.

He did not want to impose education on the people. The memory of 1857 was too fresh in his mind. But he regarded it his duty to do something for ‘some classes lower still, though much above the lowest, whom it may be possible to touch by any new effort, so far, and as long as (our) means permit’.

One important result of the Mutiny of 1857, was the transfer of the power to govern the territories in India from the Company to the Crown. The parliament asked the Secretary of State for India to re-view the working of the Dispatch of 1854. His report was embodied in the Dispatch of 1859.

The dispatch after briefly reviewing the aims of the former dispatch expressed its satisfaction on the general working of the Dispatch of 1854. But the dispatch pleaded for the replacement of the grants-in-aid system by the levy of an education rate’ to promote vernacular education. The levy of compulsory rate was regarded as the only really effective step
For permanently supplying the deficiency’.47 The dispatch entrusted the government with the responsibility for providing elementary education to the people.11

Elementary education was the pivot round which the educational policy of the government revolved. The Government of India sanctioned the establishment of two model vernacular schools in Bihar ---- one in the district of purnea and the other in Tirhut at a monthly cost of Rupees 90.12

The Commissioner of the Patna division drew the attention of the government to the need of encouraging vernacular education in Bihar, as the desire of education was ‘yet to be created among the Beharites’.13

But the Government of India did not increase the grant for the extension of primary education by means of the patshala system, beyond the grant sanctioned in 1868-69. Not only this, it over-ruled the order of the Lieutenant- Governor of May 1869, which authorized the Director of public Instruction to the savings from the grants-in-aid fund for the extension of the patellas system.14 In spite of this, the patshala system progressed “more or less considerably in all districts”.15

The progress of vernacular education was satisfactory at patna. the collector and Magistrate of Patna, Drummond, found vernacular schools in almost’ all places of any size’.16 This a was due to the efficiency of the Inspecting officers. The students passed out of the patna Normal School contributed much in this direction.17

The schools in the Gaya district were working well. But the Gayawals, who formed the bulk of the population did not take any interest in education. They neither sent their children to the school nor made any provision for their education at home.18

Shahabad which faired worst for a long time 56 improved much in subsequent years. During 1865-66, five students of the Udwantnagar
School and two students of the Dumraon School secured the vernacular scholarship.\textsuperscript{19}

The people of Tirhut were desirous to learn English.\textsuperscript{58} The schools maintained by the Maharaja of Darbhanga were well attended and supervised.\textsuperscript{20} The vernacular school at Padmaul topped the list of all the vernacular schools in the division for general knowledge and emulation and discipline.\textsuperscript{21}

In the Bhagalpur division, the schools at Tegrah, Bullae, and Khuruckpur did well. The Tegrah school was quite popular with the people. Within a year, the number of students rose in the school from 14 to 50.\textsuperscript{22} Six boys of the vernacular schools of Purnea passed the scholarship examination and secured certificates in 1869.\textsuperscript{23} Here education was so much popular that in 1869-70, the number of vernacular schools and that of the Angel - vernacular schools rose to.\textsuperscript{24} All of them were very useful institutions.

In the Chhotanagpur division, education made a headway due to the activities of the missionaries, the support of the zemindars, and the cooperation of the people. During 1863-64, 11 schools with 206 boys and 1 girl were maintained by the missionaries.\textsuperscript{25} But soon the number of boys rose to 230 bad gurks ti 70.

The people, not only sent their child some of the zemindars of the place expressed their desire to pay even the fees for the education of their wards “in the event of :good instruction in English being available”.\textsuperscript{26} The residents of the parrot estate went so far as to pay an additional cess of Rupee 1-14-9% “on gross rent as their share of the expense of providing three Vernacular Schools for the instruction of their children”.\textsuperscript{27} As a result of this, three vernacular schools were established there. One - third of the expenses of these schools were met by the government, the estate, and the people respectively.\textsuperscript{28}
The zemindars of the Chhotanagpur division were patrons of learning. Notable among them, were Raja Mukund Narain of the district of Manbhum, the Rani of Pandra, and the Maharaja of Chhotanagpur. The school founded by the Raja of Manbhum at Manbazar was good. The boys made ‘very fair progress’. The school established by Rani Hanging Kumari, the Rani of Pandra, at first failed to attract students, but later on, it developed into higher class English school. The Maharaja of Chhotanagpur also did not lag behind; he also donated Rupees 1,000 for the construction of a school house at Ranchi.

During the financial crisis of 1869-70, expenditure on education was reduced to some extent. The curtailment of grant led to a general falling down of a large number of schools in the Patna division, save and except in Darbhanga. The credit for this goes to the Magistrate of the district, Mr. Macdonnel. He introduced the payment-by-result system there. According to the system grants to schools were “determined at monthly examinations of schools”. By reducing the grants to schools from Rupees 5 to Rupees 3, he saved a considerable sum of money and utilised it towards the introduction of this system. In the examination for rewards, both the quality and quantity of the instruction imparted of the participant schools were judged. But on, the whole, Bihar was little affected by the reduction or grants to schools.

The Bhagalpur division adopted a new system – the chief–guru system. In this system the patshala of each district were grouped into circles, with one more efficient than the rest, under the stipendiary Chief–guru at the centre. The Chief-guru was the centre of gravity of the whole system. He had to supervise the schools, to carry on teaching work, and to distribute rewards among the schools according to their performance at the examination. This system worked well in the Bhagalpur and Monghyr districts and the results came up to the ‘most sanguine expectations’. 
In the Chhotanagpur division, both the system of fixed stipend and the reward system were in Bihar. According to the former, the stipend allowed to each school was determined on its locality, its income from fees, the qualifications of its teacher, and other local circumstances. The value of the stipend varied from Rupee 1 to Rupees 5. System, according to which, pupils and teachers of a school obtained rewards on the result to the examination. The two-fold system worked well there. In this division, the government tried not to bring schools under its supervision but to establish new ones.

Lord Ripon, the Viceroy, was a champion of elementary education and private enterprise in the field of higher education. He had given wounds to the missionaries in London, that he would make an enquiry into the working of the Dispatch of 1854. Moreover, the central government wanted to have a detailed report on the progress of education in different parts of India. The provinciazation of education in 1870, deprived the Government of India, of its control over education to a great deal. The Annual Reports on Education of the various provinces did not provide enough material for evolving a general scheme for primary education. Again, much time had elapsed since the inauguration of the scheme enunciated by the Dispatch of 1854. So, the government decided to set up a Commission for a more carefully examination into the workings of the educational system in British India.

Thus, the Indian Education commission was appointed in 1882 under the chairmanship of W.W. hunter. It had to enquire into the workings of the Dispatch of 1854 and to suggest ways and means for the further extension of primary education without checking the progress of higher education. The funds at the disposal of the government were inadequate. So, the commission was requested to find out means for bringing private agency in the field throughout the system of grants-in-aid.
The commission submitted its report in 1883. It is a voluminous report covering about 700 pages. Most of its recommend actions ran parallel to those of the Dispatch of 1854. It laid stress on mass education and directed the government to make strenuous efforts for its extension and expansion. Provision was to be made for liberal grants-in-aid to primary schools. For this purpose, primary education was given a large claim and provincial revenue, and the sole claim on the local fund, set apart for education. recommend action were made for the institution of scholarships, the introduction of practical subjects, the supply of trained teachers, and the proper inspection to make primary schools use full and successful.\textsuperscript{41}

The Commission re-affirmed the recommendations of the Dispatch of 1854 for the encouragement of private enterprise by the system of grants-in-aid.

The responsibility of the provincial government for primary and middle school was transferred to district boards. They could delegate their powers either to the educational sub-committee or to the local board. In the Patna division, all the districts contained district board, except Champaran.\textsuperscript{42}

The relation between district boards and the educational authorities was cordial and harmonious. In the beginning, the Sub-Impactor was the ex-officio member of the board, but later on, he was replaced by the Deputy Inspector. Only the district board of Gaya did not have a Deputy Inspector as its member. Generally, the ad-vice of the educational officers was listened to and acted upon. The district board of Shahabad did not consult the Inspector in the administration of middle vernacular schools. The result was obvious. The schools had to suffer.\textsuperscript{43}

In all the districts of the Patna division, diestock boards directly dealt with the administration of primary and middle schools, except in the district of Shahabad, where the local board was per-forming its work. It did
little for education. So did the local board of Muzaffarpur. The Jamui local board had the same history.

Besides supervising schools, the district boards tried to promote education in other ways as well. The district boards of Patna, Gays, Saran, Champaran, and Muzaffarpur allowed their masters drawing less than Rupees 50 to educate one child free of cost in the school and the other by paying half the fee.

The educational system of the country underwent a drastic change in the regime of Lord Curzon. He bitterly criticized the prevalent educational system which lacked uniform policy, failed to touch the masses, and 'unconsciously made examination the sole test of education'. He wanted to uplift it from the ‘furrows before it was’ finally dragged down and choked by the mire.

He convened an Educational Conference at Simla in September, 1909 to reform the educational system of the country. In the Conference, he laid much emphasis on the extension of elementary education through the medium of Vernacular. To revitalize the system of primary education, he recommended the introduction of the kindergarten system, manual training, drawing, and the principle of agriculture in primary schools.

The Resolution of the Government of India, dated the 11th March 1904 also tried to make primary education more useful and practical. The resolution traced the growth and development of education in India since 1854 and lamented on the slow progress of primary education. It made primary education a leading charge upon provincial revenue and its encouragement obligatory where it was backward. Major portion of the funds of the district and municipal boards were to be spent on primary education. Stress was laid on the establishment of the rural primary school. Such schools intended to make the pupils intelligent cultivators and “train them to be observers, thinkers, and experimenters in however,
humble, a manner”. English was banished from these schools. Boys were, however, allowed to learn it after attaining the age of 13.  

The new scheme of vernacular education was soon introduced into primary schools. Books on modern lines were prepared and introduced into the schools. Adequate arrangements were made for the supervision of these schools. An Assistant Director of public Instruction and a large number of Sub-inspectors were appointed.

As a result of the increase in the inspection staff, the method of aidion the school was changed from the payment-by-results system to “a monthly subsistence allowance supplemented by remuneration paid at the close of the year and calculated according to the general condition of the school”. Accordingly, grant was to depend on attendance, qualifications of teachers, nature of schools, surroundings etc. It was a great advance over the old system. It received a tremendous encomium at the hand of the Inspectors of Schools of the Bhagalpur and Chhotanagpur divisions.

The new policy brought about primary schools at par with the primary classes of secondary schools. This removed the necessity of establishing separate primary schools for the masses, where secondary schools were already in existence. But it was never the intention of the government to discourage the establishment of separate primary schools even in places, where secondary schools were already exist ion, in as much as the former were “readily adaptable to the convenience and interest of the benefited poorer classes of people”.  

The Resolution of the 11th march 1904, advocated the establishment of rural primary schools. So, a committee was appointed under the chairmanship of A peddler, the /director of public Instruction, to suggest ways and means to set up such schools. The committee rejected the idea of half-time schools like Central provinces for Bengal, due to practical difficulties. On the other hand, it favored separate schools like the panjab.
To implement this scheme suggestion was made to convert the existing lower primary schools into rural primary schools with short courses. The course of study in these schools included the three R’s, geography, agriculture, and drawing. The committee recommended to depute men of repute to prepare text-books and insisted on the translation of model English text-books in local vernaculars like Tirhutiya, Bhojpuri and Magahi or Maithili for Bihar.\(^4^9\)

The new scheme replaced the lower primary pass certificate by the competitive examination for the award of scholarship. The examination was confined to the selected few.\(^5^0\) One boy from one school was selected for the examination by the Sub-Inspector. In selection, great weight was laid on poverty and conduct of students. The number of selected students was not to exceed three times the number of scholarships allotted to the police jurisdiction of the district. The examination was mainly oral, on the result of which scholarships were distributed. They were tenable for two years in any recognized upper primary, middle or high schools on good conduct, regular attendance and satisfactory progress of the recipients.

The new system provided an opportunity to the department of judge the intelligence of the boys more accurately than before. It combined the virtues of both selection and competition. The Inspector of Schools of the Patna division welcomed this system because it removed the abuses of the old system of examination. But the system of the award of certificates was again restored to by the end of 1905, on the representation of the people. Similarly, the syllabus was also revised as it had failed to develop the intellect of the boys and the impart them vernacular education properly.\(^5^1\)

Following the recommendations of the Education Commission of 1882, post-office were attached to the primary schools. These post-offices with Money Order and Saving Bank powers were placed under the charge of the village school masters. This was done to enhance the prestige and
income of the teachers and thus to raise their social status. The scheme was started as early as in 1884, when 112 village post-offices were placed under the charge of school-masters.\textsuperscript{52}

In 1893, the postmaster-General in a circular letter to the educational authorities pointed out the importance of opening small post-offices without Money order and Saving Bank power, with a view to widen the diffusion of postal information among the people. Consequently, the number of school post-offices increased considerably. There were\textsuperscript{53} such post-offices in the Patna division, in the Bhagalpur division, and 69 in the Chhotanagpur division.

The post-offices attached to the schools did much to demonstrate the value of education and induced parents to send their children to schools, so that they might convey their message to their family, even if, they had to remain far away from their homes. These post-offices proved beneficial both to the Education and to the postal Departments. They supplemented the pay of the teachers and supplied the postal Department with men at cheap rates. Both the departments worked in close accord.\textsuperscript{54}

The people of Bihar were very fond of the kaithi script. Hence, Bhoodeb Mookherjee, the Inspector of Schools, pleaded for the printing of books, in kaithi. This measure was intended to attract the children of the merchants and traders. Moreover, the Mohammeans also preferred kaithi to Nagri. The government sanctioned the casting go a fount of kaithi type for the preparation of books in the kaithi script. Thus, a large number of books were issued in this script.\textsuperscript{55}

The order of the government in 1880, made nagri and kaithi as court languages. This led to a “growing diffusion of Hindi books in primary schools”.\textsuperscript{56}

Accordingly, the Resolution of the 30th September 1872, combined the two divisions of Bihar, Patna and Bhagalpur, into one educational
circle with its head-quarter at Patna. The presidency Circle combined the presidency and Chhotanagpur divisions with its head-quarter in Calcutta. Each division was placed under the charge of an Inspector. One Deputy Inspector was attached to each district. Exception was, however, made in the case of Chhotanagpur and other peculiarly situated districts.

Though the Circle Inspector was in-charge of both primary and secondary education, he generally inspected English schools—middle as well as high.\textsuperscript{57} In 1879, a new post of Assistant Inspector was created to help the Inspector. His designation was changed to Joint Inspector, if he were given the charge of a division.\textsuperscript{58} The Director was at the top. The higher education in colleges and madrasas was under his immediate control. The final decision in the matter of allotment of grants rested with him.

The Deputy Inspector had control over all the schools in his district, except the zilla schools. He was also an ex-officio member of the district committee. In that capacity, he might visit zilla schools. The district Committee had overall control over these schools. But as to primary schools, its position was quite different. It worked only as a sensitive council\textsuperscript{59} for them. The new arrangement worked well. It removed the “causes of delay without introducing elements of disagreement”.\textsuperscript{60}

The Bihar, the number of Sub-Inspectors was not adequate. The Assistant Inspector of the Chhotanagpur division complained of the pericyte of Sub-Inspectors. In the Patna and Bhagalpur divisions, the Sub-Inspectors were heavily burdened. So, to lighten their burden, the government introduced the Chief-guru system. Accordingly, a district was parcelled out at a conventional number of circles and over each of them was placed a chief-guru who was “usually the guru of a stipendiary school and always the most prominent among the teachers of his circle”. The chief-guru was the inspector and instructor of all the patshallas in his circle.
With the implementation of the Local-self-Government Act of 1885, the control of middle and primary schools was transferred to district boards. The District Committee of public Instruction ceased to exist in Bihar, except in the Chhotanagpur division. Formerly, a Sub-Inspector was the ex-officio member of the board, but in 1889 his place was taken over by the Deputy Inspector. The Sub-Inspectors of Schools, who were in charge of sub-division were “transferred to the District Boards, except not in each district, who remained a departmental officer for schools in municipal areas”.

In 1904, the Local-Self-Government Act was amended. Much emphasis was laid on the education committee and the Act was extended to all parts of Bihar, except the non-scheduled districts, singhbhum and the Sonthal parganas. In these places, district committees did the work of district boards. But the singhbhum committee existed in name only. The Deputy Commissioner with the help of the Deputy Inspector performed all the works of the committee.\textsuperscript{61}

An Assistant Inspector of Schools for the education of the Mohammedans was appointed in 1889. This post was abolished in 1901, as the number of Mohammedan Inspectors increased.\textsuperscript{62} Six officers, to look after the education of the Mohammedans, were appointed. No additional posts were created for this purpose. Only the number of appointments for the general inspecting agency' was reduced to the necessary extent. Eight Inspection mollies were appointed for Bengal.\textsuperscript{63}

The supervision of tribal education was not allowed toilet slip. One the Sub-Inspector and 3 Oh Inspection pandits were engaged for the Singhbhum district, while one Munda Assistant Sub-Inspector and 2 Munda and one Uraon Inspection pandis were deputed at Ranchi.\textsuperscript{64}

The Resolution of the 23rd July 1896, reorganized the Education Department. According to the recommendation of the public Service
Commission, the graded service in the Education Department was abolished and the posts in the department were bought in line with the system which was in vogue in the judicial and executive services. Accordingly, the posts in the Education Department were divided into two categories, (a) the Superior Service, and (b) the Subordinate Service. The former was sub-divided into two classes, one the Indian Educational Service, Filled with persons appointed in England, and the other, the provincial civil service, the members of which were recruited in India. Generally, the professors, Inspectors, and Joint and Assistant Inspectors were included in the provincial Service. Their pay was also fixed by the resolution.

The aim of the resolution was to separate the inspection agency from the teaching staff and to infuse the European element in it to test with unfailing accuracy for, time to time, how teaching was being conducted in each part of the country.\(^6^5\)

In 1899, the district officers were called upon to visit and inspect the primary schools in their districts. It augmented the efficiency of inspection agency. The executive officers responsibility for promoting and extension secondary and primary education was re-emphasized. The circular of Alexander peddler, the Director of public Instruction, 1906, enjoined upon the executive officers to render all possible help to the educational officers in the promotion of primary education.\(^6^6\)

The introduction of the new scheme of vernacular education, the abolition of examinations for scholarships required the proper inspection of schools. The inspecting staff was inadequate for this purpose. so, request was made to strengthen the inspecting staff. The Government of India sanctioned the appointment of 14 Assistant Inspectors, 50 Deputy Inspectors, 160 Sub-Inspectors and 100 Assistant Subinspectors; in case the provincial funds were enough to maintain them.\(^6^7\)
The increase in the number of Sub-Inspectors rendered the post of the Guru Instructors almost useless and rendered the post of the Guru-Instructors almost useless and redundant. But their posts were not abolished altogether. On the other hand, their powers were curtailed. They were inspect primary schools, only when the Inspectors asked them to do so.  

Thus, sincere efforts were made to propagate and extend supplementary education during this period. A number of schools were opened, books were prepared, and the private enterprise was encouraged. Arrangement was also made for the proper supervision of these schools. As a result of this, primary education thrived and flourished in Bihar.

After 1854, mass education became the pivot round which the educational policy of the government began to revolve. Both the ‘Dispatches of 1854 and 1859 laid stress on mass education. So far as high education was concerned the government had to create a demand for it by establishing universities a supervising their functions.; The subsequent Dispatch of the Secretary of state for India reiterated the same policy and made it clear that “Her Majesty's Government have no intention of sanctioning a departure from the principle already deliberately laid sown”. The Dispatch of 1864, directed the government to utilize the resources of the state in helping those who were incapable to help themselves in getting education.

The Government of India also laid emphasis on mass education. But it did not withdraw its support from higher education altogether. On the contrary, it directed the local governments to con-fine their activities to meeting the cost of inspection and direction of higher education only. The policy of establishing institutions for higher education was discouraged, where there was “no demand for it”. Thus, the government wanted to make higher education self-supporting, The same policy was again
repeated in 1870, when the Secretary of state in his Dispatch dated the 26th May, wrote that “the Government expenditure should as far as possible be reduced; with reference to the education of those, who are well able to pay for themselves and should be mainly directed to the provision to an elementary education for the masses of the people”.

But the government did never intend to withdraw support from the maintenance of high schools and colleges. On the other hand, it shared the responsibility both for higher as and vernacular education. So, the policy of the government was not to discourage English or high education, rather it wanted only not to devote “an entirely disproportionate amount of the funds at the disposal of the Local Government to the education of a very limited number of per-sons to the comparative expul sion to the much greater numbers who have equal claims on the state”.

Following the Resolution of 1833, a number of zilla schools were established in Bihar. The desire for having English education was growing day by day among the people. The state Exchequer was unable to meet the demand. So, suggestion was made to raise fees in government schools with a view to bring private enterprise in the field. This policy was quite in conformity with that of the Des-patch of 1854, which intended to maintain zilla school as a model for aided schools and thus tried to induce people to come forward to establish schools with the help of the grant-in-aid system.

Bihar contained one Collegiate school the Patna Collegiate School, In 1878-79,481 students were on the roll in this school. It was the most successful school in Bihar at the Entrance examination. Out of 35 candidates 14 came out with flying colors at the examination in 1879-81. In numerical strength also, it was only below the Hare school in Calcutta. This manifested clearly that Patna which had previously proved to be agave yard for educational institutions was now proving a fertile field for them.
Till 1872, the amount of net grant formed the basis of classification of schools. But later on, the basis was changed and schools began to be classified on the numerical strength of the teachers and the students. Accordingly, schools having 300 pupils with local income of Rupees 6,360 per annum and having a staff of 10 masters, 2 paints, 1 moulve and a head master were placed in the first class. Schools with 170 to 300 pupils and a local income of 3,900 rupees per annum were placed in the second class. Such schools contained a head master, a total staff of 8 masters and 2 pandits. The third class schools contained less than 175 pupils. Their local income was 1,800 rupees per year. Such schools contained a head master, 6 masters and a pandit.

Only two schools in Bihar were first class high schools in 1876-77. They were the Bhagalpur and Arrah schools. In 1878-79, the schools at Gaya and Chapra raised their status and became first class schools. In 1878-79, for the first time, two students of the Arrrah school secured first division at the Entrance examination. The second class high schools in Bihar were at Muzaffarpur, Monghyr and Ranchi, while the third class schools were situated at Hazaribagh, Deoghur, Chaibasa, palamu and Motihari. These schools worked satisfactorily. The Director regarded it as a promising sigh for the future of collegiate education in Bihar.

The movement for having English education was gaining ground day by day. High schools were also set up by the people. Four such high schools existed in the Patna division. One was maintained by the Maharaja of Dumraon while 3 other ‘week’ schools were at Bankipur. The Director regarded it as a sign of the “awakening (of the people) to the value of liberal education”. Another such school was the Maharaja school at Darbhanga. But teaching in these schools was not sound. None of the students appeared at the Entrance examination from the two school
maintained by the Maha-rajas, while the three schools at Bankipur sent 113 students at the examination in four years, of which only 5 passed.

Three unaided schools were set up in the Bagalpur division. They were the Barari school at Bhagalpur and the Mission school at Monghyr. One student from each of these schools passed the Entrance examination in 1879-80. The third school, the Monghyr city school, failed to pass even a single candidate in that year.

The Chhotanagpur division did not possess any unaided school. There were aided schools and government schools. Two aided schools in this division were the pandra school and the pachumba School in the Manbhum and Hazaribagh districts respectively. In 1878-79, the former passed 3 out of 6 students at the Entrance examination, while the percentage of success in the latter was 66.6. The pandra school was supported by Maharani Hingan kumari of pandra. She not only donated a huge sum per month for the maintenance to the school, but even supplied food and clothing to poor students. The pachumba school was supported by side Nath Singh of karharbari.

The Patna and Bhagalpur divisions each contained three aided schools. The khagaul School was maintained by a young zemindar. The Tikari school was established in 1876, due to the liberality of the Maharani. In 1878, the school sent a student for the first time at the Entrance examination and he passed in the second division. The number of the students in the school was increasing day by day. It was 'steadily rising into importance'. The Dinapur school was raised to the status of a high school during this period.

The Jamalpur school; in the Bhagalpur division was raised to the status of a high school in 1878. Two other schools existed in the Sonthal parganas- one at pakur and the other at Mohehpur. They were maintained by the wealthy men of the place. The former worked successfully. In 1879,
all its three candidates passed the Entrance examination in the second division.

Thus, English education was becoming popular in Bihar. It was an unique event in the history of the province. Not only at the sudder stations but even in the interior of the district’s the desire to learn English was increasing. The Director reported that the lower classes of zilla schools were ‘overflowing’ with the Bihari boys, while there was the rapid addition of ‘English classes to government Vernacular Schools’.

The government made special effort to attract the Mohammedan community towards English education. One of the main causes of the Wallaby uprising was attributed to the vegetal of Mohammed an education by the Britisherr them to their side, the government tried to conciliate them by making provision for the study of their favourite languages in schools.  

In 1860, the Director of public Instruction directed a moulvi to proceed to Patna to work in the school. The Lieutenant-Governor proposed to establish an Anglopersian Department in the school on the pattern of that of the calcutta Madrass with a view to bring the influential class of Mohammedans of Patna within the ‘scope of educational measures’.  

The Director asked the Commissioner of the Patna division to acquaint the wealthy Mohammedan inhabitants of Patna with the liberal and benevolent intentions of Government towards them. The Mohammedan welcomed the establishment of the pro-posed Anglo-Persian Department on the model of the Calcutta madrass. But they disliked the interference to the government in their social life, So, the Commissioner advised the government 'to proceed quietly.  

The Director prepared a detailed plan for the ‘establishment of an English High School or Collage at Patna with a staff of Persian Teachers for Mohammedan students in Persian language and literature’. To implement the scheme, he requisitioned a grant of 30,000 rupees. He
suggested to abolish the school at Russapulgah and to transfer the savings to the new school.

The school at Russapulgah was maintained to the younger members of the Mysore family. But very few of them had made any actual use of it. So, the Lieutenant-Governor sanctioned the scheme ‘either in combination with the abolition of the Russapulgah school or independently’. The Secretary of State for India hoped that the enlargement of the Patna Zilla School would be ’successful in obtaining scholars from Mohammedan population of the province,. But he proposed to constitute the school at the first instance 'on a small scale. provision was made to start Arabic and Persian classes in government schools, if there was a demand for them. This measure was adopted to popularize English schools among the Mohammedans.

The Director of public Instruction proposed to set up a number of prizes for those Mohammedan lads, who failed to obtain scholarships at the various examinations. The scheme was a wise one. It contemplated to reward intelligent and diligent students only. It was not a bribe for attending schools.

The government, though paid special attention to the education of the Mohammedans, yet it eschewed the idea of charging less fees in common schools from the pupils of ' one religious persuasion to those to other persuasions.

The Government of India expressed satisfaction with the efforts of the Government of Bengal to restore Mohammedan education by a well connected and substantial reforming of existing materials. Orders were issued for starting special classes for them in high schools. Service and Persian were included in the University course. Recommendation was also made for encouraging and publishing valuable Mohammedan works. Prizes were to be offered to writers for translation of foreign works into the
languages of the Mohammedans. To crown all, the mohsin fund was set free for the extension of education among them, anywhere in Bengal.

The Government of Bengal, though sanctioned the opening of special classes for the Mohammedans, yet it disapproved to the idea of starting ‘special schools for any particular creed or denomination’. In Bengal, a large proportion of the sum available for scholarship was devoted to encourage Mohammedan lads to join schools and colleges. The maximum amount was set apart for students studying in colleges. The scholarships were distributed as follows, ‘Rs. 3,072 per annum was assigned for annum for Senior and Junior scholarships tenable in general colleges and Rs.1,872 for English scholarships tenable in Collegiate and branch schools in connection with the Government madrasas’.

The Mohammedans of Bihar availed of the educational facilities accorded to them to the full. They were not the porter, messenger, filler of ink-pots and mender of pens. This is way, the government while expressing its views on the education of the Mohammedans put aside Bihar, where they had perhaps more than their share of appointments and good things in the gift of Government. Even the Messiah of Mohammedan rights and privileges, W.W. Hunter had to digest this unpalatable truth.

The recommendations of the Indian Education Commission of 1882 with regard to secondary education were quite the re-verse of primary education. The government had to show the way only, where as in the case of primary education it had to take the initiative. Proposal was made for the bifurcation of studies at the secondary stage into two parts, one leading to university education and the other to non-literary pursuits. Thus, an attempt was made to make secondary education more practical and advantageous.
Grants were to be made for the formation and maintenance of libraries and the purchase of apparatus of instruction. The system of awarding scholarships was to be arranged in such a way that the diligent student might carry on his studies without hindrance. Recommendation was made for the permanent employment of trained teachers in secondary schools. It was decided to charge higher fees in government schools than other schools with a view to bring private enterprise in large number in the field.\textsuperscript{88}

The gradual and continuous withdrawal of state from the field of higher education was favored without throwing excessive influence into the hands of a single agency. To check the cutthroat competition among schools, it was decided that a school should admit the students of another school only on the production of transfer certificates.\textsuperscript{89}

The government accepted the recommendations of the commission, But nothing was done to implement its recommendation regarding the bifurcation of studies at the secondary- stage till 1885.\textsuperscript{90} The experiment was made, however, in the case of the European and Eurasian schools. Other schools were deprived of this privilege on financial grounds.\textsuperscript{91}

Moreover, the concurrence of the Calcutta University was essential for the introduction of new subjects. The European schools were controlled but the European School code, so new subjects were introduced into them. The university ruled out the possibility of introducing an Entrance alternative course immediately, but introduced elementary science and an optional examination in drawing. The success or failure in the latter was not to affect the result of a student, it was only to be mentioned in his certificate.\textsuperscript{92}

Drawing as a new subject did not become popular with the students. It had no value. Moreover, it only interfered with their studies.\textsuperscript{93} In 1894-95, only 2 students from Bihar, one of the Ranchi collegiate and the other
of the palamow zilla school could pass in drawing. So, to make the subject popular order was issued for the consideration of marks obtained in it for the award of the government junior scholarship. The order had its desired effect. A large number of zilla schools of Bihar sent candidates to be examined in the subject. The government made it all the more important by making the employment of drawing teacher as a condition precedent to the grant to a school.

In 1891, the Calcutta University instituted and alternative examination ‘to facilitate the studies of candidate intended for professional criers’. This scheme was implemented in Bihar in 1900. ‘B’ classes were opened at Patna and Ranchi. But later on, the classes were transferred from the Ranchi zilla school to the Ranchi Industrial School. In 1903, the ‘B’ final examination was held for the first time. commerce classes or ‘C’ classes were opened in the Patna Collegiate School in 1901. But they were not at all liked by the students. So, they were closed. down.

The government waned to make higher education self supporting sad well as self-sufficient. This is why, it did not exempt even kol boys reading in higher classes from the payment of fees. The District Committee of public instruction was, however, allowed to grant 10% of the free-studentship to poor aboriginal students. The order proved suicidal for the spread of higher education among the aborigines. Forty-three students left the Ranchi zilla school as a result to the imposition of fees. Ultimately, the government had to withdraw the order.

The Dublin University Mission started its work in the Chhotanagpur region in 1892-93. Within a short time, the Mission achieved success. Of the three successful students at the Entrance examination in 1898-99. 2 belonged to the Mission High school at Hazaribagh and one to the Ranchi zilla school.
Another policy of the government with regard to secondary education was the gradual withdrawal of its support from the direct management of secondary schools. This policy was not suited to Bihar, where grants-in-aid system was little availed of. But at-tempt had been made to implement this policy here as well. As a result of this, the Monghyr zilla school was transferred to the local committee in April 1891, and the Muzaffarpur zilla school was in the process of abolition. The people of Muzaffarpur protested against this move of the government. The latter had to rescind its decision. After that no school in Bihar was transferred either to the local body or to the private management. The zeal and enthusiasm of the Bigaris for English education was increasing day by day. The zilla schools, which were formerly the abode of the Bengales were mow filled up with the Bihares. A number of high English schools were opened, but in spite of this, every sub-division of Bihar was not provided with a high English school.

The spread of education also made its head-way among the tribals. A kol boy passed the Entrance examination in 1885 and got the junior scholarship.

Of all the schools in Bihar the performance of the patna collegiate school was the best. It ranked 5th among the 8 strong government high schools in Bengal. In 1887-88, all the divisions of Bihar secured junior scholarships. This happened due to the lowering of the pass marks in English from 35% to 30% and in the second language from 33% to 25%. In the Chhotanagpur and Bhagalpur divisions junior scholarships were awarded even to students passing in the third division due to the backwardness of the place.

The contribution of the people towards secondary educa-tion was also increasing. In Bihar, schools at Monghyr, Chupra and Gaya became self-sufficient.
Lord curzon did not question the wisdom of the withdrawal of the
government from the direct management of secondary schools. But he
flavored the retention of the government schools as models because
secondary education was not in a position to stand alone. The Indian
Universities commission of 1902, also touched the question of secondary
education. The commission suggested to raise the standard of the
matriculation examination and pleaded for the introduction of uniformity
at examinations. The minimum age for the matriculation examination
should be 16. But the government fixed 15 as the minyanim age-limit for
the examination. The Commission did not go into the detail of the
subject as it was beyond the scope of its enquiry.

Lord curzon, the far-sighted Vicery, rightly apprehended that the
claims of secondary education might be overlooked between ‘the resonant
calls of higher education and the pathetic small voice of secondary
education’. So, by the Resolution of the 11th march 1904, he had made
it imperative on the part of the government of see that the education
imparted in secondary schools was sound.

Upper primary standard was fixed the limit of primary education.
Secondary education was thus imparted by the two up-per classes of a
middle school and the six highest classes of a high school.

The old policy of gradual withdrawal of government from the direct
management of secondary schools was given up. The new policy was the
maintenance of at least one government high school in each district, so that
it might serve as a mode for shers.

The rules for grants-in-aid to secondary schools were revised in
1905. The new rules, for the first time, provided for the bestowal of grants
to schools for special classes. Grants might be given in aid of hostels.
Other conditions for the bestowal of grants were the employment of
trained teachers and the maintenance of necessary records by the school authorities.\textsuperscript{110}

Two scholarships, upper primary and middle, of the values of Rupees 3 and Rupees 4, a month, respectively, were tenable in secondary schools. The duration of the former was 2 years only, while that of the latter was 3 years. The scholarship-holders received free education in a school under public management. In a privately managed school, they could enjoy this facility with the permission of managers. Generally, the holders of middle scholarships were allowed to read free in the school after the expiry of the terms of the scholarship.

The free-studentship in an aided high school was limited to 5\% of the total number of students. The percentage of free-studentship to Mohammedan students was 8 to the total number of students on the roll. But in no case, more than 12 Mohammedan students were to be exempted from the payment of fees.\textsuperscript{111} The teacher of a government school drawing less than Rupees 50 a month, could educate one of his sons free in the school while his another son could enjoy half-free studentship. Similar privileges were also extended to the retired officers to the Education Department drawing pension sees the Rupees 25 a month, and to the orphan of the employee of the department, drawing the same amount either as his salary of pension at the time of his demise.

In the Chhotanagpur division, many children of the aborigine stick were enjoying full-free studentship in middle and high schools. In the Chaibasa zilla school alone, 40 boys were receiving education free of cost.

The Inspectors of the Bhagalpur and Patna division expressed dissatisfaction with the efficiency of teachers working in the secondary schools. The Inspector of the Bhagalpur division recommended to raise the pay of teachers to attract right type of man to the profession. He complained against the stipulation which required that only Bihari
graduates and under-graduates should be appointed against the vacancies in government schools in Bihar. The number of graduates was so rare in Bihar that the Inspector remarked that even mere paper qualifications could not be insisted upon.

Efforts were also made to introduce practical subjects into secondary schools. ‘B’ classes, which attempted to give ‘a taste for an industrial career’, were opened in government zilla schools. In 1906, these classes were opened in the Bhagalpur zilla school. Since then, the number of such classes in zilla schools went on increasing day by day. By 1926, 24 secondary schools in Bihar contained B classes.112

‘C’ classes were intended to impart commercial training to boys. The government sought the co-operation of the leading business houses for giving preference in employment to persons, who studied commercial subjects at the secondary stage.113 The Patna collegiate school started these classes in 1901.114 The government sanctioned the opening of ‘C’ classes in the Ranchi zilla school and the appointment of a teacher to conduct them.115 Accordingly, these classes were opened at Ranchi in 1905. But they failed to attract students and were practically extinct.116

Agricultural classes were opened in the boy zilla school and the Dumraon High English school. Agricultural gardens were established in secondary schools at Gaya and Bhagalpur. These classes were not under expert's supervision, so the Director of public Instruction questioned their success.

The performance of the Chapra zilla school at the university Entrance examination was excellent. In 1902, one of its students topped the list of the successful students in the University, while another secured the 8th position. They were awarded government scholarships. Three other students of the school got local scholarships.117
The field of secondary education had been enlarged by the addition of middle schools to it. Middle schools were of two kinds English and vernacular. The middle school was the weakest point in the educational system. So, special efforts were made to strengthen and to improve them. Middle English schools grew out of middle vernacular schools. They had done great damage to the vernacular education. So, the Director recommended their constitution on vernacular basis. He proposed that the students of middle English schools should appear at the minor school scholarship examination, the course of which was strictly confirmed to vernacular. Thus, an attempt was made to prevent schools from neglecting the teaching of vernacular at the cost of English. As a result of this, good schools were raised to the status of high schools, while bad ones were reduced to that of vernacular schools.

The people of Bihar were becoming interested in English education. The vernacular schools failed to attract students. Many of them had joined these schools, only to get scholarships. So, there was a fall in the number of schools and students. In the Patna division, the number of middle vernacular schools fell from 103 to 88 and the average attendance from 48 to 45 in 1876-77. Even in the Chhotanagpur division, vernacular education was little prized. Garett, a government official, reported, ‘The vernacular teaching in the middle schools has in itself little attractions’.

So, the vernacular schools were empowered to open English classes at their cost with the permission of the Circle Inspector. Consequently, during 1879-80, 21 schools in the Patna division and 11 in the Bhagalpur division opened English classes. Two conversions of the same kind took place in Chhotanagpur division as well. The inclusion of English classes made these school popular. Not only this, it also did away with the apathy of the people towards the vernacular language. In Bengal, English had proved to be the pioneer of vernacular education. The government hoped
to achieve this in Bihar as well. Its expresses satisfaction with the progress of students in Hindi in the following words: 'There is a marked improvement in the Hindi writing of the examinees. It is very gratifying to observe that all the Hindu students of the vernacular schools of Bihar now read and write Hindi with tolerable correctness, while only five years ago the whole province did not send up more than one or two candidates in Hindi.

The Education Commission of 1882, made no change in the definition of secondary education. It remained above the primary course and below the college course excluding technical and special instruction.\textsuperscript{122} The middle vernacular schools were intended to impart ‘purely vernacular education’ in backward places.\textsuperscript{123} But Middle vernacular schools served this purpose well.

The government also made efforts to popularizes middle schools among the Mohammedans. But it did not create special scholarship for them, because it was of the view that they needed help and encouragement in the field of university education only.\textsuperscript{124}

The Mohammedans, who were doing well at the university examinations failed to do so at the middle vernacular examination appointed following the recommendations of the Education Commission of 1882, attributed it to the lack of Urdu text-books in different subjects.\textsuperscript{125} The number of the Mohammedans was not considerable in middle schools. So, it became a problem was solved by allowing the pupils of other religion to read books other than those of literature either in Hindi or in Urdu.\textsuperscript{126}

Thus, the new rule checked the growth and development of the Hindi language on literature. No doubt, the people were to be blamed for this, because they were given option to read books either in Hindi or in
Urdu. But the government by providing each and every middle school with a moulvi lured and tempted students to read books in Urdu.

Lord Curzon's scheme to constitute schools on vernacular basis did not make vernacular schools popular. The middle vernacular schools slowly and steadily converted themselves into the middle English schools. Like; primary schools, competitive in which selected boys participated. The system removed the rigidity of the examination. The success of the students at the examination was most remarkable in the chopanagpur division, where 99 boys and 8 girls passed the examination. Out of them, 6 boys and girl bagged the scholarship in 1904-05.

Besides, establishing institutions for the promotion of secondary education, the government made arrangements for their proper supervision as well. The local and district committees were vested with the task of the supervision of these schools. The local committees of public Instruction were organized in connection with the government zilla school. Each local committee was to consist of the Judge, collector, Magistrate, principal sunder Ameen, and the Civil surgeon of the district. The commissioner of the division and the Inspector of schools were to be its ex-officio members. The secretary was to be appointed by the government 'on the recommendation of the member of the Committee. The management of the funds of the school was vested with the committee. A few of the members were required to visit the school at least once a week.

The committee could deal with the subjects affection the future prospects of the school or otherwise, without the previous sanction of the Director of public Instruction. But it could neither appoint any person to a post carrying a salary above Rupees 50 a month, nor conditions him without consulting the Director. In case of any difference between the Inspector and the committee, the matter was to be referred to the Director.
The committee had to conduct the annual examination and to submit the annual report of the school to the department through the Inspector. The Circle Inspector was immediately responsible for the promotion of secondary education in his circle. Assistant Inspectors were appointed to assist him.

The district committee worked as a supervisory body. It took a great interest in the working of zilla schools. With the passing of the Local-self-Government Act of 1885, these committees were replaced by district boards. The non-scheduled districts, were, however, an exception. The Bengal Municipal Act of 1884, had set up municipalities in towns. The Act of 1885, entrusted the management and maintenance of high English schools in towns to a joint-committee consisting of the members of the district board and of the mu-incapacity. The powers and duties of the committee were similar to those of the district board.

In 1903, the government by a resolution appointed visioning Committees whose members were nominated by the District officer on the advice of the Inspector of Schools. But in the case of collegiate schools principal’s advice prevailed. The committee consisted of not more than 10 and less than 6 members, representing the classes from which the students were drawn. It was purely an advisory body. These committees were not working well. The Inspector of the Chhotanagpur division complained of the lack of interest taken by them in performing their duties. The Inspectors of the Patna and Bhagalpur divisions doubted the practical utility of these committees.

So, the period between 1854-1904, with a rapid increase in the growth and development of secondary education. Though, during this period much stress was laid on mass education, yet secondary education was not altogether neglected. Practical subjects were introduced into secondary schools to make secondary education practical and useful. But
they could not become popular in Bihar. The Bihari were running after government jobs. The knowledge of English was essential for this. This is why, all the attempts of the government to popularize vernacular education went in vain. The government also read the writing on the wall. It rose equal to the occasion and provided facilities for middle vernacular schools to convert them into middle English schools. The Government also abandoned the policy of gradual withdrawal of its support from the management of secondary schools in Bihar. The efforts of the government to spread secondary education among the Mohammedans and the aborigines were also crowned with success.

The Bill to incorporate the University received the sanction of the Governor-General on the 24th June 1857. The University at Calcutta was established with a view to offer “encouragement of Her Majesty's subjects of all classes and denominations within the presidency of Fort William, in Bengal, and other parts of India, in the pursuit to a regular and liberal course of education”.

The establishment of the university was an important event in the history of education in India. It influenced secondary education to a great deal. Thus, secondary education “instead of being a self-sufficient course preparing students to enter life after completing the course became merely a step towards the universities and university colleges, with the result that schools could not function with an independent programme of their own”. But Bihar remained unaffected, because of the non-existence of college and the small number of high schools.

The local committee at Patna sought the help of the zemindars and influential men to set up a central college for Bihar. The Directors of the company, who were full of applause for the works done by the local committee, asked the government to ‘organize’ the college, if it was
But they did not sanction any money for it. As a result of this, the college did not come into being for a long time.

The increase in the demand for English education prepared the background for the establishment of a college in Bihar. Patna was selected as a suitable place for this purpose. The Patna school was converted into a collegiate school in August 1862 and was raised to the status of a college on Friday, the 9th January 1863. The wealthy and influential people of Bihar welcomed the establishment of a college here and donated liberally for the erection of the building of the proposed college. Notable among them were Loot All Khan, Wilayat All Khan, the Maharaja of Darbhanga, the Maharaja of Bettie and others.

But the college failed to serve the purpose for which it was established. The Bengali graduated out-numbered the Biharis. Thus, the college was weaving the purpose of the immigrant Bengalis. So, a proposal was made for the reduction of the college to the First Arts standard.

The proposal gave a rude shock to the enlightened people of Bihar. They regarded it as a prelude to the stoppage of the “intellectual and social progress of Bihar” and prayed for the retention of the college to its former footing. Their demand was conceded to.

The Biharis soon realized the importance of higher education. Their number increased in the college. In 1876-77, they formed only about 47% of the total number of students in the college but it rose to about 64% in 1879-80. The result of the college also improved. During 1876-77, only 36% of its students could pass the B.A. examination, but in 1879-80, 2/3rd of its students passed the examination, one of whom, Digambar Chatterjee, topped the list of the successful students of the year.

The collegiate education too received the attention of the Education commission of 1882, Recommendations were made for grants to colleges and the appointment of qualified teachers in them. Aid should be given on
efficiency, strength of the staff and the need of the locality. The Indians, educated in European Universities should be preferred in appointment in government colleges. Suggestion was made for the institution of scholarships to help students to prosecute their studies further.\textsuperscript{142} The government accepted all the recommendations of the commission except those dealing with the preparation of moral text-books and the delivery of lectures on the duties of man, in colleges.\textsuperscript{143}

The commission was surprised to find that outside Calcutta no aided college had been established. It recommended to set up a college at Bhagalpur. But the government did not consider it necessary as the rate of fees in the government college was Rupees 5 which the people were averse to pay.

The Bihar Times, criticized the government for neglecting the colleges. education in Bihar by not giving it the due share of colleges. The paper exhorted the government to establish three colleges in Bihar, one at Bhagalpur, another at Gaya and the third at Muzaffarpur for the spread of higher education.\textsuperscript{144}

What the government failed to do was done by the people. The need of a college at Bhagalpur was fulfilled by the establishment of the Tej Narayan jubilee college in 1883. The college was raised to the second grade college in 1887, in honor of the jubilee\textsuperscript{145} and to the first grade in 1890. The sole credit for the foundation and prosperity of the college goes to Tej Narayan singh, a zemindar of the district.

Bisheswar singh-a zemindar of kulharia, in the district of shajabad - along with his brother Shaligram Singh and their friend Govind charan founded the Bihar National college at Patna. It was affiliated as a second grade college in 1889 and was elevated to the status of a first grade college in 1892.\textsuperscript{146}
In 1898, affiliation was granted to the newly established Diamond Jubilee College at Monghyr to the First Arts standard. Two other colleges, one at Muzaffarpur, the Bhumi Brahman college, and the other of Hazaribagh, the St. Columba’s College also sprang up during this period. The former was founded by Babu Langat Singh, while the latter was set up for the benefit of the aborigines by the missionaries. They were affiliated to the Calcutta University in 1899.

But this was not the end of the story. Many enlightened people came forward with scholarships to help Raza Husain, Zemindar of Patna city, Babu Purendra Chandra Singh, pleader, Babu Faghundandan Prasad, Zemindar of Patna city, Babu Krista Chandra Ghose, Zemindar Bankipur, Babu Ambika Charan, Treasurer Patna, Bank of Bengal promised to award medals to the students of the Patna college on their performance at the examination of 1892.¹⁴⁷

Besides these, there existed endowed scholarships. Harballabha Narayan Singh of Sonbursa donated the interests of Rupees 5,000 for the foundation of a scholarship in the Patna college for those students of the Bhagalpur school who either belonged to Bihar or the North - western provinces.¹⁴⁸ Accordingly a junior scholarship, worth Rupees 10, tenable for two years in the Patna college was created. An annual prize of the value of Rupees 10 was instituted out of the balance of the fund, which was to be awarded to a student of the Patna collegiate school, obtaining the highest aggregate marks at the university Entrance examination.¹⁴⁹ Unfortunately, none of the students either from Bihar or from the North-Western provinces could get through the Entrance examination from the Bhagalpur school in 1869-70. So, the amount was appropriated for awarding prizes to the students of the Patna collegiate school for proficiency in English, Arabic, and Sanskrit. In case, students failed to show their proficiency in any of these subjects then the awed was to go the a student who excelled in
mathematics. Other en-dewed scholarships were those of the Maharaja of Darbhanga and of Syed kazi Reza Hussain, The latter founded a scholarship for the students of the Patna college to commemorate the visit of prince of prince Albert Victor to the country.

In addition to these, several scholarships were formed a donation donated by syud loot Ali Khan of the value of Rupees 10 a month each. It was to be awarded to two Mohammedan students of the Patna collegiate school who passed the Entrance examination but failed to secure any other scholarship. Syed kazi Raza Hussain of Patna and his two female relatives donated their estates upending an annual income of Rupees 1,932 for the creation of scholarships to help their brethren in the prosecution of higher studies.

The students of Bihar fully availed of these scholarships. The Mohammedans did not lag behind in availing of the opportunity offered to them for the prosecution of higher studies. As early as 1879, a Mohammedan of Patna, named Syed Hussein obtained a scholarship to go to England to prosecute studied there. Another Mohammedan of Bihar, Syed Sakhawat Hossein obtained another scholarship worth 220 a year to prosecute his studies at an Agricultural college of England. The Mohammedan students of the Patna college gained the government senior scholarship of the second grade, both in 1885 and 1886. In 1886-87, two students of the Patna college secured the F.A. Mohsin senior scholarship, while the Mohsin graduate scholarship went to Muhammad Hussain of the same college. Sheikh Muhammad Abdul Majid of the patna college secured the Mohsin graduate scholarship of Rupees 25 a month in 1890. In 1891, this scholarship again went to two students of this college. In 1894, Muhammad Amir of the T.N.J. College (now T.N.B. College), shared this scholarship along with Abdul Majid of the Patna college. A student of
the Patna College secured first class in Persian in 1891-92. None could achieve this distinction in this subject that year.¹⁵⁷

Thus, the Mohammedans were not behind their Hindu brethren in the field of higher education. A. Karim, the first Mohammedan Assistant Inspector of Schools, Eastern Bengal, also admitted it, whom he wrote: “As far as, I have been able to gather from educational statistics it seems that Musalmans of Bihar are not behind their neighbors’, the Hindus, in education. They are decidedly more advanced than Musalmans of Bengal”.¹⁵⁸

J.S. Cotton, in the Quinquennial Review on the progress of Education in India (1892-93 -1896-97), observed that the sum spent on scholarships in Bengal exceeded by 2% of the amount fixed by the Education Commission. So, the government decided to reduce the amount on junior and senior scholarships. The new rule was to be enforced in 1904.¹⁵⁹

The Biharis gradually began to appreciate the value of higher education. As a result of this, there was a phenomenal rise in the number of students in the Patna college. Only the First year class contained 135 students in 1887-88. Never was the number of students so high in a single class. Out of them, only 17 came from the Patna collegiate school. This showed the popularity of the collegiate education among the people of Bihar. The Biharis, who were overshadowed by the Bengalis, now superseded them in numerical strength in the Patna college. Out of 270 students in the college their number ran as high as 206 during this period. But the number of students in the Patna college receded due to the establishment of the B.N.College in the same town. This was because of the low fees charged by the latter.

The private colleges of Bihar were also doing well. Sixty-four percent of the students of the Diamond Jubilee college passed the F.A.
examination in 1898-99. No other college of Bihar could achieve this
distinction during this period. In the following year the St. Columba's
College, Hazaribagh, could achieve this distinction by passing 82 percent
of its students at the said examination.

The newly formed B (Scientific) Course at first found little favour
with the students. Only 1.8 percent of the total number of students of the
Patna college opted for it. But soon the tide was changed. Their number
increased by 30 percent within 5 years in classes teaching 'B' Course.\textsuperscript{160}

In 1900-01, the Calcutta University instituted two new degrees- the
B.Sc. and D.Sc. The examination for the former was to be held in 1902.
During this period sanitary science and physiology were introduced as
optional subjects at the F.A. examination.

Lord Curzon was very critical of the working of Indian universities.
It was set up on the model of the London University, But in practice, it was
the very antithesis of it. It lacked corporate life and was not even “a
collection of buildings” and “scarcely even a site”. The condition of the
affiliated college was worse. They were mostly “collections of lecture
rooms and laboratories”.\textsuperscript{161} They seldom cared for the development of the
personalities of students and were engaged in the cut-throat competition
among themselves.

The Viceroy was determined to do away with the evils which were
eating into the vitals of university education and to bring it at par with that
of the western countries. He hinted at the necessity of reforming the
governing bodies of the universities the senate’s and the Syndicates-which
had grown unwieldy and were incompetent of exercise effective control
over colleges. He advocated to set up residential colleges and to raise the
standard of the universities.

Lord Curzon was not satisfied simply by making a speech. He
appointed a Commission to enquire into the conditions of Indian
universities and to suggest proposals for improvement in their working and constitution. It was also asked to recommend measures which might tend ‘to elevate the standard of University teaching and to promote the advancement of learning’.

The Commission sat under the presidency of Ythomas Raleigh. Other members of the Commission were Syed Husain Bilgrami, Nawab Imad-ul-mulk Bahadur, J.P. Hewet, A. pedler, A.G. Bourne, Revd. D.mackichan and Justice Gooroo Dass Banerjee. The latter gave his note of dissent. The commission submitted its report in June 1902 after visiting all the universities and a number of affiliated colleges.

It recommended the enlargement of the powers of the older universities, so that they might be recognized as ‘teaching bodies’. Universities should make arrangement for teaching the advanced course of study. For this, they should be empowered to appoint lectures, provide libraries and maintain residential quarters for students coming from a distance. This could be done if the jurisdiction of the university was limited. So, the commission insisted on defining the local limits of universities and removing the affiliated colleges located in the Punjab, central provinces etc. from the aided list of the Calcutta university. It ruled out the suggestion of the setting up of new universities and concentrated its attention on the consolidation of the old ones.

The next step in this direction was the reorganization of the Senate and Syndicate - the governing bodies of universities. The Maximum number of the member of the Senates of the older universities was fixed at 100 with adequate representation of the university and college teachers, learned persons and the representatives of the government. The Syndicate, an offspring of the Senate was to consist of not more than 15 and less than 9 members. They should belong to the different faculties of the university, some of the decisions of the Syndicate like the appointment, the affiliation
and disaffiliation of colleges and exemption from the examination rules were to be binding on the senate.

The commission recommended the creation of the Faculty of arts representing languages, philosophy and a Faculty of science representing the observational and experimental sciences in each and every university. The establishment of the Faculties of Oriental Learning and Theology was deprecated, while the formation of the Faculty of Commerce was advocated.

The vernacular language of the county was not side-tracked. It was to be made compulsory at the B.A. stage and should be introduced as a subject for the M.A. examination in combination with English. The M.A. examination in the vernacular language should be such as ‘to ensure a thorough and scholarly study of the subjects. English was to be taught only when boys began to understand ‘what is being taught’. The Commission recognized the importance of the classical language’s of India and suggested improvement in their teachings by the employment of qualified and well-trained teachers.

Recommendation was made for the abolition of the second grade college and for the construction of separate building for the college from that of the school. colleges should be subject to inspection and attempts should be made to foster corporate life in colleges and between the teacher and the taught.

Other recommendations of the commission were the maintenance of the register of graduates, the grant of affiliation to colleges of the recommendation of the Director of public Instruction institution of governing bodies to look after the affairs of colleges, the ubtridyctuib if pretrial system) and the establishment of hostels under the charge of principals.
Many changes were suggested in various examinations with a view to sub-ordinate examination to teaching. Stress was laid on the practical side of the study in the I.Sc and B.Sc students from appearing at the practical examination. The Doctor’s degree was to be conferred on the ground of original investigation.

The commission was in favor to raise fees in colleges. The Syndicate was to fix the minimum rate of fees for affiliated colleges, which should not be too high to check the spared of education and not too low “to tempt a poor student but of ordinary ability to follow a University course”. Meritorious poor students were, how’re, not to be debarred from joining a college on this ground only. The rule regarding the fixation of fees was not to be applied in case of colleges established from the philanthropic point of view. Thus, the commission aimed at putting an end to the cut-throat competition that was going on among the affiliated colleges of Bengal and was lowering the standard of teaching in them.

Lastly, the commission asked the government to give effect to these recommendations by inaction a General Indian Universities Act. The main aim of the commission was to make higher education efficient and useful. To achieve this end, it did not hesitate to sacrifice the number of students in the educational institutions. It remarked, “It is better for India that a comparatively small number of young men should receive a sound liberal education than that a large number should be passed though an inadequate course of instruction leading to a depreciated degree”. the government accepted almost all the recommendations of the commission, but it preferred the minimum age for the Matriculation examination to be 10 in place of 16. The recommendations of the commission were to be introduced slowly and cautiously without injuring the cause of bone-fide institutions. The government expressed its intention in the following words,” The Government of India are, above all things,
anxious that the reforms now proposed, should be introduced with the utmost circumspection and that all reasonable concessions should be made in order to avoid dealing harshly with institutions which have in the past made bone-fide attempts to work up to the standards that have hitherto obtained’.

The Report of the commission was bitterly criticized. Some of its recommendations like the fixation of the minimum rate for colleges, the abolition of the fixation of the minimum rate for colleges, the abolition of the second-grade colleges, the private proprietor-ship of colleges, and the separation of law classes from arts colleges were the main targets of attack. The constitution of the senate and syndicate was such that European element got predominance in them. Gooroo Dass Banerjee welcomed the active friendly co-operation of the Europeans, but he did not favor the idea of leaking the fate of Indian students in their hands alone.\textsuperscript{163} The Calcutta university commission, 1917, also criticized the composition of the senate and described it “a half-hearted and imperfect advance”.\textsuperscript{164}

The provision for the annual election of one-fifth of the appointed and selected member of the senate left them at the mercy of their voters and thus deprived them of the independence of judgment. Again, the mutilation of the right of the senate to discuss matters concerning affiliation and disaffiliation of colleges, appointment and exemption from examination rules were resented to.

The recommendation regarding the raising of fees was termed ‘scandalous’.\textsuperscript{165} Gooroo Dass Banerjee considered it as ‘un-just and unwise’ because it only aimed at debarring poor students of average merit from seeking admission to a college, but not rich students. he suggested to raise the qualification for admission as well as the standard of teaching to reduce the number of students in colleges. Mr. Banerjee floured the abolition of inefficient second grade colleges only and not all. In spite of
this, some of the recommendations of the commission regarding the
system of examination and residence of students were widely acclaimed.

On November 2, 1903, the Indian Universities Bill, based on the
recommendation of the commission was introduced into the legislative
council, It was piloted by sir Thomas Galeigh, the Chairman of the Indian
Universities commission. The Bill empowered the universities to appoint
their teaching staff, manage the educational endowments, make regulations
regarding the residence and con-duct of students and to do all for the
promotion of study and research.\textsuperscript{166}

The size of the senate was reduced. It was to consist of 100 member.
The number of the elected fellows was 20 for folder universities, others
were to be nominated. Only graduates, who had received degrees before
1867 were allowed to cast their votes.\textsuperscript{167} The number of the members of
the syndicate was fixed between 9 and 15. The Bill empowered the
syndicate to cancel the degree of a person, if he, in its opinion committed a
serious offence, after consulting the senate. Detailed rules for the
affiliation and disaffiliation of colleges and schools were also provided
with in the Bill.\textsuperscript{168}

The select committee modified the Bill. Accordingly, the elective
franchise was to be conferred on all graduates of ten years standing. Half
of the fellows nominated by the chancellor should be of the profession of
education. The maintenance of hostels by colleges was not regarded as an
essential condition for their affiliation.\textsuperscript{169} These amendments did not satisfy the people. The Behar Herald
considered the Bill even in its amended foam ‘hardly an improvement’,\textsuperscript{170}
and apprehended that the Indians would not get a free hand in the matter of
higher education of the land.

The Bill was severely criticized both in the press and on the pltroom.
Ramananda Chatterjee, the veteran journalist, described it as the “most
lamentable comedy”. The composition of the senate was not representative. So, it was apprehended that the passing of the Bill would tighten the grip of the government over universities.

Gokhale regretted on the move of the government to eliminate the Indians from the affairs of higher education. The provision of the Bill regarding the cancellation of degrees was regarded as ‘most dangerous’. It was intended to curb the political activities of the educated Indians following independent professions.

In spite of this, the Bill was passed and became an Act on the 21st March 1904.

The Act unleashed a new lease of life in universities. The senate of the Calcutta university was reorganized. The reorganized senate framed regulations for the guidance of the colleges which received the sanction of the government on the 11th August 1906. These regulations aimed at changing the old conception of colleges and making them residential with well equipped laboratories, common-rooms, libraries, play-grounds under the supervision of the college staff. The existence of the governing bodies was made an essential condition for the affiliation of colleges. In 1907-08, orders were issued for the institution of the governing body of the government college under the presidency of the commissioner or District or session judge. The principal or the lady principal of the college was to be its vice-president and secretary. Another member was to be the senior professor or lady teacher of the college. Provision was also made for the annual inspection of colleges.

The government granted a sum of Rupees 30,000 to the university for the improvement of private colleges. In 1905, special rules for grants-in-aid to colleges were framed.

Other changes, brought about in the university during this period were the maintenance of register of graduates, containing the history of
their academic career right from the date of passing the Entrance examination to the date of leaving the university, the appointment of a whole time Registrar and an Inspector of colleges. The lectures to be delivered in a class and the number of students in it were also fixed.\textsuperscript{177} Vernacular composition was made compulsory both at the Intermediate and Bachelor examinations.\textsuperscript{178}

The Intermediate examination was bifurcated into science and arts courses. Candidates appearing at the Intermediate examination in arts were not required to offer science or mathematics at the examination. In science, a new Intermediate examination was introduced. English and vernacular composition were made compulsory subjects for the Bachelor examination. The candidates were, however, given option to select either from the A group, containing ‘literary subjects’ or from the B group containing science subjects.\textsuperscript{179}

The duration of the M.A. course was fixed two years. A new degree, the Doctor of philosophy was introduced, which was to be conferred upon a thesis submitted by the student, three years after passing the M.A. examination. Similarly, the new degree, D. Sc could be obtained after passing the M.Sc. examination on the submission of the thesis.\textsuperscript{180} In 1904, an attempt was made to establish a residential college and a school at Ranchi,\textsuperscript{181} mainly for the sons of zemindars and the Mohammedans. Liberal subscriptions were secured for the college. But for a long time the proposed college did not start functioning.

In 1905-06, the Calcutta University appointed two commissions to report on the working of the colleges. One of them was for Calcutta college and the other was for mofussil colleges. The commission visited all the colleges of Bihar and submitted its report.

Only the Patna college contained a library, a common-room and an athletic club. The college had no halted of its own and the number of
students borrowing books from the college library did not exceed more than 11 since 1904.\textsuperscript{182} and the B.N. college, Patna failed to satisfy the visiting team. The former had no lecture theatre or maintaining this college in a town where a good college was all-ready in existence. The Dublin university mission college (St. Columba’s college), which had been added to the aided list,\textsuperscript{183} received applause from the commission. It maintained and excellent hostel, with 45 boarders. The hostels and the teaching staff of the T.N.J. college, Bhagalpur and the Diamond jubilee college, Monghyr were praised.

The Patna college rose equal to the occasion. It shed its old cloth and put on a new one suited to the new atmosphere, which the new regulations were going to bring about in colleges, here the method of teaching was changed. since 1903, lectures were supplemented by months examinations.\textsuperscript{184} Corporate life of the college fully developed. The activities of the common room gained a new momentum under the patronage of H.R.James- the principal. Games and drill were made compulsory.\textsuperscript{185} The system worked well. The large opium go down was converted into a gymnasium. Various societies like the Archeological society, the Chanakya society, the Debating society and the Dramatic society came into being till 1908.\textsuperscript{186} The college Magazine, started in 1907, proved ‘a successful experiment’. The Director was so much pleased with the progress of the college that he remarked, “All this spoke to the vigorous and healthy life of the college as a community, which meantime differentiates it favorably from other colleges in Bengal”. The Old Boys' Association held its inaugural meeting on the 25th march 1909.\textsuperscript{187}

The scheme for the expansion and extension of the Patna college was prepared. Lands were purchased neat the college for building addition buildings. By 1912, it became a residential college with two hostels the mint Hindu Hostel for the Hindus and the other for the Mohammedans
(now the Minto and Jackon Hostels respectively)--and the houses for the principal and a senior professor.\textsuperscript{188} But the plan for the construction of a good science laboratory could not be implemented till 1914, “partly because of severe financial stringency and partly due to the likelihood of the establishment of a university at Patna”.\textsuperscript{189} J.A. Cunningham, who inspected the colleges in 1908, praised the St. Columba’s college, Hazaribagh and recommended its affiliation to the B.A. standard. The T.N.J. college, Bhagalpur was referred to as “one of the most hopeful colleges of Bihar”, though its teaching staff was inadequate. The B.N. College was labeled as ‘a poor and struggling’ college,\textsuperscript{190} while recommendation was made for the abolition of the very typical’ Diamond Jubilee college.\textsuperscript{191}

Bihar witnessed a rapid change in the attitude of the people towards collegiate education within these 50 years. the people’s reluctance to join colleges vanished. several Bihari gentlemen, both the Hindus and the Mohammedans, came forward encouraged collegiate education either by founding colleges or by helping students with scholarships. All these had tangible results. The Patna college fulfilled the purpose for which it was founded the purpose was to educate the Biharis In 75. Other colleges also did much popularize higher education in Bihar.
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