

## CHAPTER -XII

### EDUCATION AND CULTURE.

#### Progress Of Education.

The district of Dhanbad, which was a sub-district since 1921 within the district of Manbhum for all administrative purposes, gained the status of a full- fledged district from 1<sup>st</sup> November 1956. It includes the old sub-district of Dhanbad and the Chas revenue *thana* from Purulia.

Regarding progress of education it is mentioned in the old *Gazetteer of Manbhum*\* (page 259) that in 1866 there were two unaided secondary institutions at Jharia and Pandra founded by Raja Durga prasad singh and the late Rani Hingan Kumari which had 88 and 118 pupils respectively. The demand for education was confined to the middle class of people only. The people generally were averse to pay any fees at the schools and throughout they were entitled to receive free at the schools and Government. The landlords did not think it any obligation to found or run educational intuitions normally.

The statistics below for Dhanbad district with Chas and Chandankiary thanas since 1911-12 to 1961-62 supplied by Education Department, Dhanbad, will indicate the progress of education:-

Year.			No. of schools.	No.of scholars.	
1911-12	:	:	319	10,936	The
1916-17	:	:	390	12,838	
1921-22	:	:	391	13,645	
1926-27	:	:	395	18,733	
1931-32	:	:	452	18,243	
1936-37	:	:	432	19,571	
1941-42	:	:	449	25,124	
1946-47	:	:	478	29,895	
1951-52	:	:	778	54,374	
1956-57	:	:	928	64,425	
1961-62	:	:	1,184	1,21,148	

schools included in the above table are of various types, i.e., Primary, Middle, Secondary and Girls' Schools.

The figures quoted above show that in the quinquennium 1911-12 to 1916-17 there was an increase in the number of schools from 319 to 390 as well as in the scholars from 10,936 to 12,838. The position from 1916-17 to 1926-27 did not mark any remarkable growth in the number of schools but the number of scholars was on the increase.

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\* District Gazetteer of Manbhum by H. Coupland (1911).

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In 1931-32 the number of schools rose to 452 but there was a decline in the number of students being 18,243 only against 18,733 scholars reading in 395 schools in 1926-27. This decrease in number of schools had increased to be due to the fact that the number of primary schools had increased to a great extent being 366 in 1926-27 to 423 in 1931-32. During 1936-37 to 1941-42 there was a decrease in the number of institutions and it stood at 432 and 449 as against 452 in 1931-32. This is ascribed to the disappearance of smaller and inefficient institutions under the pressure of competition. This decrease was mainly centralized in the sphere of primary schools. The year 1951-52 was an important year during which there was a rise in both the number schools as well as in the number of pupils. The number of schools was 778 with 54,374 scholars on roll as against 478 schools with 29,895 scholars in 1946-47. In 1956-57 there was an increase in the number of schools as well in scholars when it reached 928 and 62,425 respectively and in 1961-62 it reached 1,184 and 1,21,148 scholars.

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 hundred and seven Basic schools and one hundred and sixty social education canters are now functioning in the district. The system of Basic education was introduced in the district in 1948 on an experimental basis at Pindrajora. Crafts, agriculture, manual work and physical training find an important place in the syllabus. Extra-curricular activities are given prominence.

A comprehensive rural uplift programmer is sought to be executed through Basic schools and social education canters. This programmer 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, of developing their aesthetic faculties, (8) utilization of compost pits, urinals and trench latrines, and (9) relief work through khakis production. It cannot, however, be said that basic education has been popular or has struck roots in spite of a large sum annually sunk by the State over this. This system of education has been recently severely criticized by some of the scholars in the country and it is said the objective has failed because of faulty working.

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 educational canters it is expected that illiteracy will disappear and there will be a general social uplift. The Community Development Projects and Blocks have taken up

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this work actively. The objective is great, no doubt, but it is not known how far the objective has succeeded. 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 Dhanbad 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 this district 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 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 has also been some change 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 was mentioned in "District Census Hand-Book of Dhanbad, 1951 (P.V.)" that among the districts of Bihar, Dhanbad had the highest literacy percentage. Out of a population of 7.3 lakhs, 1.3 lakhs or 17.8 per cent were literate and the remaining 6 lakhs or 82.2 per cent, illiterate. If persons aged five years and above only were taken into consideration, the literacy percentage came to 19.5. The proportion of literates was highest (23 per cent) among persons aged between 15 and 35 years and lowest (15 per cent) among people aged 45 and above. In urban areas, 42.5 per cent of the population, i.e., 425 persons per mille were literate and in rural areas, only 15 per cent, i.e., 150 persons per mille. Among females, only 7 per cent were literate and 93 per cent illiterate: while, among males, 26 per cent were literate and 74 per cent illiterate. The reasons for disparity are obvious. 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-illiterate remained almost where they were in spite of the recently started adult social centres. It is generally found that for the average small cultivator, a young boy is an assistance in the field, and so he 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.

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But there has been some change. In the two Five-Year Plans, two hundred and forty schools and one hundred and forty social education canters have been started and tier number will considerably increase in the Third Five-Year plan.

The spread of education in Dhanbad district may be reviewed in the background of the spread of education in the State and in the country. According to the 1961 Census, the percentage of literacy and education in Bihar works out to 18.4 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 to be 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. It does, however, give some satisfaction to note that the last decade has noticed significant improvement on the 1951 figures which 12.2 per cent, 20.5 per cent and 3.8 per cent respectively.

According to 1961 census among the districts of Bihar, Patna tops the list with the percentages of 28.7, 43.5 and 13.0 respectively for total male and female literacy. The district of Dhanbad follows next with the corresponding figures of 25.5 per cent, 37.2 per cent and 10.7 per cent respectively. Both these districts have literacy percentages higher than the All-India averages. The district of Champ ran is at the bottom with only 13.2 per cent literates. Palmau with 13.6 per cent, Saharsa with 14.0 per cent literacy are not much better. In fact, female literacy is the lowest in Palamau and Saharsa districts.

### Education among 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 Hand-Book, Dhanbad, in 1954 at page 77 was as follows:-

	Males.	Females.	Total
Scheduled Castes :	62,504	51,934	1,14,438
Scheduled Tribes :	57,137	57,392	1,14,529
Backward Classes :	45,803	38,842	84,645

The total population of Dhanbad district according to 1951 census is 7,31,700. The population of the three categories alone comes to 42.8 per cent of the total population.\*

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\*It has to be remembered that the 1951 Census for Dhanbad is for the sub-district of Dhanbad and not those of the Dhanbad district as it stands today with areas of Chas and Chandankiary. The total population of the readjusted district of Dhanbad according to 1951 Census is 9,05,783 as against 7,31,700 of the Dhanbad sub-district. Detailed figures for 1961 Census are no still available and so 1951 census figures have been taken (P.C.R.C)

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They are distributed all over the district. For the welfare of the scheduled Castes, Scheduled Tribes and Backwards class State government have appointed one District welfare officer, one assistant welfare officer and seven Welfare inspector in 1948. these officers have the responsibility for the spread of education amongst the scheduled Castes and Tribes and the Backwards classes .

The state government have arranged to give student of these categories, stipends, exemption from school fees and book-grants.

The following table supplied by education department gives the data in connection with the progress of special school, i.e., primary schools for these classes of students:-

### *Schools for Scheduled Castes.*

Years.	Number of schools.	Number of scholars.
<b>1958-59</b>	<b>22</b>	<b>987</b>
<b>1959-60</b>	<b>43</b>	<b>1,422</b>
<b>1960-61</b>	<b>43</b>	<b>1,510</b>

### *School for Scheduled Castes.*

Years.	Number of schools.	Number of scholars.
<b>1958-59</b>	<b>10</b>	<b>497</b>
<b>1959-60</b>	<b>11</b>	<b>521</b>
<b>1960-61</b>	<b>11</b>	<b>602</b>

There is no special school for Backward Hindu community. Besides the above enrolment the number of student in general schools numbered about 9,450 including girls in 1960-61. Students belonging to the above classes and the backward Hindu Communities are awarded special scholarships and books-grants from the Welfare Department.

There are also general scholarships for which selected pupils of middle and primary school complete .There are 44 scholarships awarded by the District Board for boys and girls termed as lower primary scholarship valued at Rs. 3 per menses tenable for two years. Besides, there are merit-cum-poverty scholarship numbering 58 for students reading in VI to XI class at the rate of Rs.10 For middle school and Rs.15 for high school.

The following statement of stipends granted by the Welfare Department to the students of scheduled Castes and tribes and the

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**Backward Classes has been obtained from the District Welfare Office :-**

### *Scheduled Tribes.*

Years.	Number of stipends .	Total expenditure incurred. Rs.
1960 – 61 *	816	61,967.55
1961- 62	1,094	1,74,072.00

### *Scheduled Castes.*

Years.	Number of stipends	Total expenditure incurred. Rs
1960-61	1,674	99,176.00
1961- 62	2,001	1,77,711.96

### Backward Communities.

Years.	Number of stipends	Total expenditure incurred. Rs.
1960-61	849	2,10,425.00
1961-62	1,315	2,56,991.00

## GENERAL EDUCATION .

### *Primary Education.*

Regarding primary education , H. Copland in the *Old Gazetteer of Manbhum* (1911) mentioned that the total number of primary schools for boys in the district of manbhum was 676, of which 73, were upper primary school and 603 were lower primary . with the exception of four upper primary schools attached to the guru training schools . all were under private management , 561 being aided and 111 unaided . The attendance at these schools was 22,585, viz., 12,435 boys and 1,150 girls . Upper primary schools were usually accommodated in buildings specially provided for them , but in the majority of cases such buildings were very unsuitable for the purposes . With few exceptions lower primary schools had no regular buildings and were generally held in the common puja house of the village, or on the verandah of some comparatively well-to- do villager's house . With the Government aid of Rs. 15,500 and funds subscribed locally by the District Board 18 model school buildings were constructed of which 12 were intended for upper primary and six for lower primary schools .

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\*It was unfortunate that the District Welfare office could not supply the earlier figures.

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It may be noted that separate figures for primary schools for Dhanbad district before 1911 are not available. Separate statistics for the district of Dhanbad including the two transferred *thanas* of Chas and Chandankiari are available from 1911-12.

There has been some progress in the incidence of primary education since the time of H. Copland. In the year 1953-54 two important steps were taken. The first is the enforcement of Expansion Improvement programmed Schemes, 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 in the promulgation of the Local Self-Government Amending and validation 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 officer 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 District Superintendent of Education.

Several schemes, namely, Expansion Improvement Programmer, introduction of intensive teaching craft in middle schools were in operation during 1954. Under Expansion Improvement Programmer. New schools (primary and middle) are opened and the existing schools are upgraded and improved.

Under intensive teaching craft in middle school, it is reported that about seven middle schools have been provided with teaching craft(1962) 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 the primary schools during the years 1961 and 1962.

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THE FOLLOWING TABLE SUPPLIED BY EDUCATION DEPARTMENT WILL SHOW THE TREND OF PRIMARY EDUCATION IN THE DISTRICT FROM 1911-62.

Years.	Number of schools.			Number of scholars.			Number of teachers.		
	Boys.	Girls.	Total.	Boys	Girls	Total	Males.	Females.	Total
1	2	3	4	5	6	7	8	9	10
1911-12	N.A	N.A	301	N.A	N.A	9,654	N.A	N.A	N.A
1916-17	N.A	N.A	368	N.A	N.A	11,293	N.A	N.A	N.A
1921-22	N.A	N.A	366	N.A	N.A	11,542	N.A	N.A	N.A
1926-27	N.A	N.A	366	N.A	N.A	16,031	N.A	N.A	N.A
1931-32	N.A	N.A	423	N.A	N.A	15,193	N.A	N.A	N.A
1936-37	N.A	N.A	399	N.A	N.A	15,663	N.A	N.A	N.A
1941-42	N.A	N.A	406	N.A	N.A	20,094	N.A	N.A	N.A
1946-47	N.A	N.A	438	N.A	N.A	21,131	N.A	N.A	N.A
1951-52	N.A	N.A	704	N.A	N.A	38,603	N.A	N.A	N.A
1956-57	683	47	730	30,759	6,015	36,774	1,093	66	1,159
1957-58	681	49	730	34,215	6,348	40,563	1,168	62	1,230
1958-59	715	53	768	36,317	9,405	45,722	1,230	47	1,277
1959-60	761	54	815	31,254	10,666	41,920	1,314	50	1,364
1960-61	810	56	866	42,347	10,866	53,213	1,375	65	1,440
1961-62	826	57	883	65,910	142	„	1,437	64	1,501

N.A – Not available . The paucity of statistics is regrettable (P.C.R.C.)

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During the First and Second Five – Year Plans there had been great improvement in primary education in the district . The number of had increased considerably. Upgrading of lower primary schools into upper primary schools had been effected in sufficient number , funds had been sanctioned for the construction of new building and renovation of existing ones. The scale of salary of teachers had been considerably 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\* To compensate the loss of free- income the scale of pay of teachers was higher scales were fixed.

Compulsory primary education had been introduction at Topchanchi in 1959 and Govindpur in Dhanbad in 1960 . In 1961-62 the percentage of boys attending school as compared the children of school –going age comes about 30per cent . The percentage of boys attending the school is not very inspiring in spite of the employment of Attendance Officers and proper teachers . Compulsory primary education has not evoked a proper response from the common man . The economic condition of the poorer people stands on the way. May of the children near about ten years of age work for supplementing the family income .

### ***Middle Schools.***

Till 1911 the middle schools were divided into two classes : (a) Middle English Schools teaching up to middle scholarship examination in which English formed part of the course , and (b) Middle Vernacular schools English which taught up to middle scholarship examination but were English was not thought . After 1911 such distinction of middle schools comes to an end there were no vernacular schools.

Separate statistics for the district of Dhanbad including the two transferred thanas of Chas and Chandanhkiary are available from 1911-12.

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**THE FOLLOWING TABLE SUPPLIED BY EDUCATION DEPARTMENT , DHANBAD  
SHOWS THE EXPANSION OF MIDDLE SCHOOL DURING 1911-12 TO 1961- 62**

Years.	Number of schools.			Number of scholars.			Number of teachers.		
	Boys. Total.	Girls .		Boys. Total.	Girls .		Boys. Total.	Girls .	
1911-12	N.A	N.A	6	N.A	N.A	493	N.A	N.A	N.A
1916-17	N.A	N.A	6	N.A	N.A	561	N.A	N.A	N.A
1921-22	N.A	N.A	6	N.A	N.A	673	N.A	N.A	N.A
1926-27	N.A	N.A	9	N.A	N.A	917	N.A	N.A	N.A
1931-32	N.A	N.A	9	N.A	N.A	1,064	N.A	N.A	N.A
1936-37	N.A	N.A	10	N.A	N.A	1,406	N.A	N.A	N.A
1941-42	N.A	N.A	15	N.A	N.A	2,203	N.A	N.A	N.A
1946-47	N.A	N.A	27	N.A	N.A	3,493	N.A	N.A	N.A
1951-52	N.A	N.A	42	N.A	N.A	6,894	N.A	N.A	N.A
1956-57	55	4	59	8,943	2,141	11,084	378	48	426
1957-58	57	4	61	9,324	2,480	11,804	355	50	405
1958-59	63	5	68	10,918	4,168	15,086	396	65	461
1959-60	67	6	73	13,544	4,347	17,891	462	66	528
1960-61	79	7	86	18,962	5,303	24,265	519	84	603
1961- 62	82	8	90	17,167	5,776	22,943	588	98	686

N.A. – Not available The paucity of figured of regrettable (P.C.R.C.).

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The control of middle school was entirely transferred to the District Board in 1925 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 school in District Board area. The control of such school by local boards 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 contributions of the District Board and Education Department were pooled together and expenditure incurred. A District Planning Committee was set up in 1954 with the Deputy Commissioner as President and the District Superintendent of Education as Secretary and members nominated by the Education Department. The committee was made responsible for the opening of new school, appointment of teachers and other work relating to expansion of middle and primary school in the district.

### **Secondary Education.**

The establishment of Universities in the year 1857 had far-reaching consequences on secondary education. Certain specific defects had grown out of the system of secondary education in vogue during the year 1854-1882, the mother-tongue was completely neglected as a medium of instruction, nothing was done to train teachers for the secondary school, and the course of study became too academic and unrelated to the mainly because there was no provision for vocational or technical courses. One further defect that had now taken concrete shape was that the Matriculation Examination began to dominate, not only secondary education but even the education imparted in primary school.

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 school.

Since it was very costly for the Government to maintain secondary school it was thought that the entire responsibility of primary education should be taken over by the Government and the secondary education should be left 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 possible from the direct management of secondary school. The recommendations were not, for some reason or other, implemented.

During 1882 –1902 there was a considerable change in the field of secondary education. It was partly due to the enthusiasm of private enterprise and to the system of grant-in-aid.

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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 and most those who passed through the universities were fit for white collar jobs only. Technical education was at a low premium and manual labour came to be despised. In later years attempts have been 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. Radha Krishnan. 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 of the school and the intermediate colleges. The commission thought that neither the public nor the Government had realised the importance of Intermediate Colleges in the Indian Educational system. The system of education in vogue, however, made the problem of unemployment all the more acute, and rearmend 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 School were under the control of Patna University and the Matriculation Examination was conducted by Patna University.

There has been improvement in the incidence of Secondary Education. The old statistics indicating the progress of Secondary Education are unfortunately not available. The figures from 1956 to 1961 supplied by Education Department have to be looked into to mark the progress. It may be mentioned that in the Secondary Five Year Plan period seven high school were converted into Higher Secondary and Multi-purpose school.

It has to be mentioned here that the expansion of schools and the increasing number of scholars do not necessarily mean substantial progress if the standard is allowed to go down. It is commonly complained that there has been a lamentable deterioration of standard and half-baked students and being turned out by half-baked teachers and these half-baked students and teachers are becoming a problem. The matter has become serious and is engaging the attention of the public and the state Government. The students are mostly indiscipline and the teachers are ill-paid. The living touch between the teacher and the student is getting lost in the number of students, maize of subjects plethora of curricula and interference by management.

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THE FOLLOWING TABLES SUPPLIED BY EDUCATION DEPARTMENT SHOWS THE EXPANSION OF SCHOOLS FOR SECONDARY EDUCATION FROM 1956-57 TO 1961-62 :-

<u>Years</u>	Number of school.			Number of scholars.			Number of teachers.		
	Boys.	Girls.	Total.	Boys	Girls	Total	Boys	Girls	Total
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1956-57	20	1	21	8,152	1,005	9,157	291	25	316
1957-58	20	3	23	8,394	1,202	9,596	300	43	343
1958-59	23	3	26	9,356	1,156	10,512	260	36	296
1959-60	28	3	31	9,690	1,305	10,995	315	38	353
1960-61	30	3	32	10,540	1,513	12,053	339	44	383
1961-62	29	3	32	9,350	1,771	11,121	306	43	349

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### **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 three year and in some case that of four 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 Intermediate stage of the University.

Under memo. no. 11/54-05/58-F-1451, dated the 8<sup>th</sup> May 1958, the State Government accepted the recommendation of the Secondary Education Commission including the conversion of high school into Higher Secondary School for the introduction of diversified courses in such school. The Government selected 25 and 22 non –Government high schools for conversion into Multi-purpose Higher Secondary and Higher Secondary School respectively. There is a 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 not. The State Government insists on some conditions on the fulfilment of which non-Government Higher Secondary and Multi-purpose School will be granted recognition. These conditions refer to the financial condition, strength of the pupils, the area served, management and control, etc.

The following school ,have been recognised by the Government as Higher and multi-purpose School from 1959 to 1962:-

- (1) **Abhoya Sundri Girls' Multi-purpose School (Dhanbad),**
- (2) **Government Girls' Multi-purpose (Dhanbad),**
- (3) **Dhanbad Multi-puepose School (Dhanbad),**
- (4) **J. K. R. R. multi-purpose School (Chirkunda),**
- (5) **Dhanbad Academy Higher Secondary School (Dhanbad),**
- (6) **D. A.V. Higher Secondary School (Dhanbad),**
- (7) **G, N. N. Higher Secondary School (Dhanbad),**
- (8) **Azad Hind Higher Secondary School (Gomoh).**

### **HISTORY OF THE SOME THE IMPORTANT INSTITUTIONS.**

#### **Pandra High School**

This school is situated at village Pandra, police-station Nirsa. Established in 1866, it is one of the oldest school in Bihar. Rani Hingan Kumari had established this school at Pandra with 64 pupils. The liberality and public spirit of . Rani Hingan Kumari in establishing the school at a time when the incidence of education was rather low cannot be too adequately praised.

It has at present (1962) about 900 students and 25 teachers. The school has its own building and a good library. It has also Notional Cadet Corps and Auxiliary Cadet for the students.

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### **Jharia Raj School.**

This school situated at Jharia is the second oldest higher class institution in the district.

Perior to 1900 it was a middle school. On 1<sup>st</sup> August 1902, it was upgraded to High English School. In 1962, there were 810 students and 22 teachers. It has also N.C.C. and A.C.C. Units.

### **Govindpur High English School.**

This school was started in 1954 in Govindpur. In 1962 it had 754 students and 20 teachers.

### **Abhoya Sundari Girl's Multi-purpose School.**

The school bears the name of the wife of late Raj Bahadur H.P. Banerjee who had donated Rs. 20,000 for its construction. In 1939, it was raised to a high school with 350 students on the roll. In 1962 there are 1,300 students and 36 teachers. It has A.C.C. Units. The school was converted into a Multi-purpose Higher Secondary School in 1962. It is a progressive school.

### **Khalsa High School, Dhanbad.**

This school was started in 1952 as a lower primary school. In 1955 it was upgraded to the status of a middle school and subsequently in 1959 it was upgraded to the status of a high school. A few years back only Sikhs and Punjabi students were admitted but during 1959 it was thrown open to all. It has 612 students and 13 teachers in 1962.

### **Gujarat School.**

This school, essentially meant for Gujarat boys, was established in 1945. Formerly it was upper primary school and since 1958 it was raised to class VIII. It will be raised up to class XI. In 1962 it had 250 students and 14 teachers. The school is maintained by the Gujarat's in the district. The medium of instruction up to class V is Gujarat and from classes VI to VIII the medium of instruction is Hindi. It is purely a private-managed school and is not affiliated to any Secondary Board or University. After passing class VIII, the students get themselves admitted in D.A.V. School, Dhanbad or any other high school.

### **Mount Carmel School.**

Established in 1954 at Digwadih, this school is conducted by the Sister of Apostolic Carmel and is meant for girl of all classes and creeds. In 1956, a school of middle standard at Dhanbad. After completion, the students of Mount Carmel School, Dhanbad, are sent to Digwadih School for further students.

The institution does not received any financial aid from Central or State Government. It prepares the children for the Matriculation Examination of Bihar Secondary School Examination Board but the medium of instruction is English.

## **DHANBAD.**

The total strength of students both the school at Dhanbad and Digwadih is 680 and forty sisters on the staff. This is a very progressive institution in the district.

### **Girl's Education.**

The incidence of girl's education in Dhanbad district is not very high. The will be apparent if we look into the figures of exclusive schools for the girls both at the lowest (college education). Co-education has come in but it cannot be said that this has become very popular. There is only one exclusive Women's College for girls in the district which is located in Dhanbad. There are some girls studying in the Jharia College also.

In 1912, there were nine primary schools for girls in the district. Most of them were aided and was run by the Santhal Misson at Pokharia in Tundi P.S. This school was established in 1888 by Rev. Campbell. In 1916-17 the number of primary schools rose up to 12 and in 1926-27 the number increased by only one. In 1941-42 there were three middle schools and 17 primary schools under different managements in the district. In 1946-47 the number was increased to 23. In 1951-52 there were one unrecognized high school, five middle school and 21 primary school in the district.

The First Five-Year Plan underline the importance of female education. The Basic Training Schools also provided training for the ladies. In 1951-52 there were five middle school for girls with 816 students and 26 teachers. The number of primary schools in 1951-52 was 21 with 941 students and 32 teachers. In 1955-56 one high school was added with 495 students while the number of middle schools was 6 with 1,195 students and 31 teachers. There were 38 primary schools was 6 with 1,733 students and 163 teachers. The last phase of the progress of female education from 1956-57 to 1961-62 has been discussed in the section under General Education.

### **LIBRARIES.**

The number of libraries and the incidence of readership gives a clue to the cultural development of the district. Judged from this point of view Dhanbad district cannot be said to have a brilliant record. One of the reason for this may be that the district is full of active businessmen, merchants, industrialists and their employees who have little time to patronize libraries.

The oldest library in the district appears to be the Lindsay Library started in 1920 as a part of Lindsay Club, a social and cultural organisation in Dhanbad. The Club was sponsored by the elite of the town and has been maintained by the non-

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officials mainly with great enthusiasm and this speak highly of the many person who had been associated with it during the last four decades. Now the library has got 500 members and the daily readership is about 200. The library has about 20,000 books. The institution has done a great service to the people of Dhanbad town. Some of the other libraries with much smaller scope are – Sararwati Library (Jharia), Aryakumar Library (Jharia), Muslim Library (Jharia), Evening Club (Jharia), Coalfield Hindusthani Library (Jharia), Indian Institution (Katras), Bharatiya Club (Jharia) and Marwari Library (Chirkunda). The readership at these institution is very small and they are poorly equipped.

The State has now taken up aiding the libraries and there is a danger mushroom libraries, more or less, proprietary in nature sprouting up which do little service to the people. There are a number of smaller libraries distributed throughout the district but none of them is well equipped. The official figure in 1961 is 107 libraries in the district out of which 81 libraries received grants from the State Government. This estimate does not include the libraries maintained by the various industrial concerns throughout the district for the benefit of their employees. Some of the social clubs like Dhanbad Club, etc., Kumardhubi Club, etc., also have their own libraries. The schools and colleges have also their own libraries but very few of them are properly equipped. The state Government have started recently a library in the premises of the town hall at Dhanbad and the daily attendance of the reader is smaller than what was found at Lindsay Club. It cannot be said that this district has made any substantial contribution to the library movement.

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

### **Journalisam.**

The following weeklies are now published from dhanbad:- *New Sketch* (English), *Coalfiled Times* (English), *Awaz* (Hindi), *Yugantar* (Hindi ), *Kishan Mazdoor* (Hindi) *Janmat* (Hindi), *Rotarian Bulletin* (English).

The two weekies, *New Sketch* and *Coalfiled Times* are mostly devoted to the problems of collieries and colliery news. These two papers have a good circulation. There used to be a weekly paper *Sketch* in Dhanbad some years before.

## **LIBRARY AND OTHER CULTURAL ASSOCIATION**

Dhanbad has not made much headway by the way of well patronised and active literary and cultural association. There are very few of such associations at Dhanbad and Sindri for the encouragement of Hindi and Bengali literature.

## **DHANBAD.**

There is one *Basanti Vidya Nidhi* located in the premises of Abhoya Sundari Multi- purpose High School at Dhanbad which provides training in music, painting and embroidery. There is another music school at Sindri which gives similar training. Both these institution have been very recently started and have yet to make a headway.

It is peculiar that although Dhanbad is industrially so well advanced and has a large number of rich industrialists and businessmen, there should be so very little progress in this aspect . institutions like Rotary Club and Lions Club have a very limited membership and they are doing useful work . But there are very few cultural institutions for the common man and this is in great contrast to what is found in another industrial city namely Jamshedpur.

## **COLLEGES.**

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 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 constitution in 1951 with the responsibility of conducting Matriculation Examination . Later on 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 a radius of five miles round about Patna City and became a sort of a residential-*cum*-teaching University. Bihar University its headquarters at Patna and was mainly created as an affiliating University and had Jurisdiction over all the colleges of the state of Bihar excepting that of Patna. Later on the 1960 two more Universities were created by the state, namely, Ranchi University with its jurisdiction over the whole of chhotanagpur Division and the Bhagalpur University with jurisdiction over the whole of Bhagalpur Division . The headquarters of Bihar University was shifted to Muzaffarpur in 1960.

In 1962, there are four colleges in the district excluding the technical colleges. All the colleges were affiliated to Bihar University but since 1960 in the colleges are affiliated to Ranchi University with headquarters at Ranchi.

### **Raja Shiva Prasad Colleges , Jharia.**

Raja Shiva Prasad Colleges is situated at Jharia.

The colleges was founded in july 1952 by Raja Kali Prasad Singh in the name of his father Late raja Shiva Prasad Singh , who created a Trust for the running of the institution . The colleges properties comprised of the land, buildings and collieries donated by him and vested in a Trust. The college was granted affiliation by the old Patna University in 1951 in the faculty of Arts .At the time of the creation of the Dhanbad district this was the only college in the district .

## **EDUCATION AND CULTURE.**

Now this college is imparting education up Degree started the faculty of Art ,Scince and commerce. Honors teaching had also been started in English since 1961-62.

Three Years' Degree Course was introduced in the college in 1959-60.

The colleges had its own land and building worth Rs.7 lakhs. The colleges library has about 9,000 books. The colleges was various societies for extra-curricular and sporting activities. A colleges magazine is also published.

There are two platoons of National Cadet Corps each platoon consists of cadets and two officers. At present (1962) 1, 100 students including girls are studying in the college. A special feature of the college is that Scheduled Caste and Scheduled Tribe students account for about 20 percent of the total students. There are 35 members on the teaching staff.

### **R. S. More College , Govindpur.**

The was started in 1959 by Shri Mahavir Mahto of Govindpur with the liberal donation of Ram Sahai Mul More , a rich merchant of Calcutta. It was started in the Govindpur H. E. school building. It affiliated up to B. A. started to Ranchi University. At present (1962), the total numerical strength of the students is 200 and there are nine lecturers. A Senior Division N. C. C. unit has been started.

### **Lakshmi Narain Trust Women's College.**

On August 19 , 1955, a women's College was started with the initiative of a number of enthusiasts including Shir Hriendra Nath Chatterjee, the persent Secretray and Shri Saran Singh, I. A.S the than Deputy Commissioner of the district. The college first started to function in Abhoya Sundri Girl's High School. Now the college has a separate building.

In 1959, thurough the munificence of Shri Shri Lakshmi Narain Trust, the college could have its own building purchased at a cost of one lakh forty-two thousand from Messrs Turner Morrison of Lodna Colliery, Lodna. The rerquisite sum (Rs. 50.000) for affiliation was also donated by Shri Shri Lakshmi Narain Trust. The college was renamed Shri Lakshmi Narain Trust Women's College in 1959 in recognition of the help of the said Trust.

The college has been raised to B. A. started from July, 1957. The college is now affiliated to Ranchi University. In 1962 it has 270 students and 12 lecturers.

### **P.K.Rai Memorial College, Dhnabad.**

P.K.Rai Memorial College was first started in 1950 at Katras by late Sri B.K.Rai, a colliery proprietor to perpetuate the memory of his father the late Sri P.K. Rai but after two year of its function the college was wound up in 1952. Later on in

## DHANBAD.

1960 the sons and relative of Shri B.k. Rai formed a Trust, viz., P.k. Rai Memorial Trust with Shri S. G. Banerjee, Advocate as its Chairman and the college which had started as an Intermediate College. It remained an Intermediate College till 1960 and in 1961 the college was raised to the status of a degree college and pre-University Science and pre-University Commerce classes were also started. In 1961-62 it has 581 students and 15 lecturers including Science and Commerce.

### BASIC EDUCATION.

The object of Basic education system at the elementary stage is to impart education through socially useful production activities like spinning, weaving and gardening, carpentry, leather work book craft, domestic carft, pottery, elementary engineering, etc. It was introduced in the district in 1948 and aBasic school was started at Pindrajora.

The Basic institution are controlled by the District Education supervises the Basic intstitution and is the Technical Advier to the District Education Officer.

With the advent of an implementation of the Expansion improvement Programme Scheme in 1953-54 some traditional school were also converted into Basic institution and some new Basic school were also started. It is difficult to get the proper type of teacher for such schools and most of the scholers are attracted by the stipends and have not made any remarkable contribution to the progress of the district. The students generally go to high school further education. The financial drain on 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 Basic education is being imparted.

The following table will show the expansion of Basic education institutions which includes Senior and Junior Basic school in the district:-

Years.	<u>No.of teachers</u>		<u>No. of school.</u>		<u>No. of schoolars.</u>	
	Junior Basic.	Senior Basic.	Junior Basic.	Senio Basic.	Junior Basic.	Senior Basic
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1956-57	.. 55	22	2,596	3,061	105	138
1957-58	.. 71	24	3,481	3,231	139	142
1958-59	.. 70	28	5,170	4,665	152	169
1959-60	.. 74	29	5,744	5,270	174	196
1960-61	.. 73	32	5,739	5,865	168	206
1961-62	.. 73	34	5,931	6,466	177	215

## **EDUCATION AND CULTURE.**

### **PROFESSIONAL EDUCATION.**

Teachers' Training School from an important wing under professional education. There is a dearth of trained teachers.

In 1950-51 a reorientation 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 School at Govindpur was extended to one to two years. In addition to the above a senior Basic Training School had been started at Pindrajora. Candidates with the minimum qualification of a pass in the middle standard were admitted in Junior School while 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 following table will show the progress of professional school in the district:—

Year.	No. of schools.	No. of scholars.	No. of Teachers
1958 .. ..	25	1,256	47
1959 .. ..	24	1,701	88
1960 .. ..	20	2,092	83
1961 .. ..	10	2,072	101
1962 .. ..	11	1,876	77

### **TECHNICAL EDUCATION.**

#### **Indian School of Mines (Dhanbad).**

The Indian School of Mines, as it was originally called, was established in 1926 by Lord Irwin, Viceroy of India, as a high grade institution for training Mining Engineers as well as Geologists who may be required for the mining and mineral industries of this country. Arrangements for geological education had, however, been made in some of the Universities from 1890 onwards. The Calcutta and Madras Universities were awarding Degrees in Geology from the early years of the present century and the standard of geological education was improved from 1910 or soon after, by the supply, to the Universities of trained Geologists from the Geological Survey of India as part-time or full-time Professors. Two or three of the important engineering institutions of the country had also the advantage of getting lecturers from the Geological Survey of India, i.e., Roorkee and Poona.

## **DHANBAD.**

The venue selected for the establishment of the school of Mines was Dhanbad in view of the fact that it was the centre of the coal industry in eastern India, which produce over 75 percent of the country's coal. Perhaps another reason was that the first Principal was drawn from the chief Inspectorate of Mines which is also situated at Dhanbad and which made it easy for the Principal to keep in touch with his parent department even while carrying on the responsibilities of administering the school. Both in the name and in the nature of the syllabus and training adopted this institution has followed the Royal School of Mines, London. The original estimate for building, work shop, staff quarters, etc. was Rs. 22 lakhs but important and very expensive additions have been made. In November, 1926, the first batch of students had been admitted. The school was administered by a Governing Body whose President, ex officio, was the Director of the Geological Survey of India. The first President of the School was Dr. D. Penman, who later became the Chief Inspector of Mines.

The school admitted originally about 25 students per year, the majority of whom chose Mining Engineering. The course extended over four years, the educational requirement for entrance being the Intermediate in Science examination of the Indian Universities. During the first two years the students study mostly common subjects, viz., Engineering Elementary Geology and Elementary Mining, Mathematics, Physics and Chemistry. The third and fourth years are devoted to specialization in Geology or Mining. General instruction is given in different branches of engineering, viz., Civil, Mechanical and Electrical as well as in various branches of Geology and in principles and practices of Mining both in coal-mines and non-coalmines. As an adjunct to these courses there are also supporting courses in Mathematics, Physics and Chemistry so that the students' knowledge of these subjects may be up to the standard required for studying Geology and Mining. In addition, there is also a Department of languages which teaches English, German and French. For several years in the beginning the students were allowed to take the "certificated" of the school after three years' study as that was considered sufficient for mining engineers to become Managers of mines, after the necessary practical experience in the mines. There was also the Diploma of Associateship which was given after four years' study and examination. In 1945, the Government of India appointed a Committee to go into the question of reorganisation of the school of Mines. As a result of the report of that Committee, the number of admissions to the school was increased to 48 students per year. Certain important changes were made in the curricular of the institution and the three years' "Certificated" was abolished. The Governing Body was converted into an Advisory Committee while a small Executive Committee was formed for looking after the more immediate problems of general

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administration. The name of the school has now been change to Indian School of Mines. Since 1957 the Governing Body and the Excutive Committee have been replaced by a Governing Council and the Secretary of the Ministry of Chairman of the Committee.

The institution was affiliated to Bihar University in its facultiesof Mining Engineering and Applied Geology from 1954-55 session. But with the reorganization of Universities in Bihar,the institution has been affiliated to the newly-formed University of Ranchi with effect from July, 1960.

The Associated of the institution now earn the B.Sc. degree with honours in Mining Engineering, B.Sc. (Hons) in Petroleum Technology and M.Sc. in Applied Geology and Applied Geophysics. Regulation regarding the post-graduate courses in all the four branches of study at this institution are at present under the consideration of the Ranchi University. It may be mentioned in his connection that the first betch of 26 graduation in petroleum Technology (Production Engineering) and the first batch of seven graduates in Applied Geophysics have come out in 1961.

The Associated of the institution are offered the benefits of Post-Graduate Practical Training Stipned Scheme of the Ministry of Scientific Research and cultural Affairs. With effect from December, 1961, Prof. R.T. Desmukh, formerly Professor of Practical Training of this Institution, has now been put in charge of aseparate Directorate of Practical Training which will look after the placement training and super-vision of graduates of Mining Engineering from all over India. All such students are being paid a monthly allowance of Rs. 150 per month after graduation for practical training in mines.

The following statement will give the courses and students population of 1961-62:-

	First Year.	Second year.	Third year.	Fourth Year.
1. Mining Engineering	93	89	86	94
2. Applied Geology	22	20	16	11
3. Applied Goephysics	18	8	13	13
4. Petroleum Technology (production Engineering).	20	22	20	20
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>565</b>

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The following statistics will show the number of candidates graduated from Indian School of Mines from 1921-1961:-

1	Mining .			Geology.			Total	
	With Certificate in C.M. 1	M.M.2	With Diploma in M.E.3	With Certificate in Geology	With Diploma in Geology	Petroleum Technology		Geophysics
	2	3	4	5	6	7	8	9
	5	2	-	1	-	-	-	8
	12	4	17	1	9	-	-	43
	7	2	17	-	4	-	-	30
	2	-	15	-	5	-	-	22
	1	-	8	-	1	-	-	10
	2	1	10	-	3	-	-	16
	4	1	6	1	1	-	-	13
	1	-	5	-	2	-	-	8
	2	-	9	-	3	-	-	14
	1	1	11	-	2	-	-	15
	1	-	13	-	2	-	-	16
	5	-	17	1	2	-	-	25
	1	-	19	-	2	-	-	22
	-	-	23	-	-	-	-	23
	2	-	16	-	1	-	-	19
	-	-	22	-	1	-	-	23
1945	-	-	18	-	3	-	-	21
1946	-	-	19	-	1	-	-	20
1947	-	-	25	-	-	-	-	25
1948	1	-	24	-	-	-	-	25
1949	1	-	38	-	2	-	-	41
1950	-	-	25	-	3	-	-	28
1951	-	-	43	-	4	-	-	47
1952	-	-	33	-	9	-	-	42
1953	-	-	44	-	7	-	-	51
1924	-	-	36	-	5	-	-	41
1955	-	-	38	-	8	-	-	46
1956	-	-	38	-	6	-	-	44
1957	-	-	43	-	8	-	-	51
1958	-	-	47	-	8	-	-	55
1959	-	-	91	-	21	-	-	112
1960	-	-	87	-	9	26	7	129
<b>Total</b>	-	-	-	-	-	-	-	<b>1,085</b>

1.C.M.- Coal Mining. 2. M.M. Metal Mining. 3. M.E. Mining Engineering.

**EDUCATION AND CULTURE.**  
***The Bihar Institute of Tecnology, Sindri.***

Prior to the establishment of this institute, there was only one Engineering College in this State which provide facilities for training in civil Engineering only. To fill up the needs of the trained personnel for running the new industries, one Mechanical and Electrical Engineering College at Sindri was set up from 1949 which in 1950 was renamed as Bihar institute of technology. A batch of 24 students (12 in Mechanical and 12 in Electrical Engineering) was admitted in Bihar College of Engineering, Patna, during 1949 because of want of building laboratories, etc., at the newly started college at Sindri. Those students were later or transferred to this college in 1953 in the 3<sup>rd</sup> year class. 60 students were addimitted to the 1<sup>st</sup> year class during 1950. The strength of the college went on increasing and the total students on roll during 1957 was about 600.

The Institute has its own building and is situated over an area of 800 acres having residential accommodation for all students and staff. Libaray, Principal's Office, Drawing Section, N.C.C. Unit and Science Laboratories are located in the main Administrative Block of the Institute. Engineering Laboratories and Workshop are located in other special buildings. The Institution has own water-supply and electrical supply units of Government located within its compound.

The Institute seeks to impart instruction on modern lines with the aid of technical films and strips to illustrate modern practices apart from regular teaching and workshop practices. The college library is equipped with a good number of books on various subjects. A large number of extra-currircular activities associated with various phases of academic life, such as Athletic Club, Film Club, etc. have been organized

Till 1961-62 it provided training facilities in the following branches Engineering and Science.

**Four-Year Degree Course.**

- (a) **Mechanical Engineering**
- (b) **Electrical Engineering.**
- (c) **Production Engineering.**
- (d) **Metallurgical Engineering.**
- (e) **Chemical Engineering.**
- (f) **Tele-communication.**
- (g) **Civil Engineering.**

The total intake of students in the 1<sup>st</sup> year class per annum is 316. The state Government have introduced a five-year integrated course at this Institute with effect from 1962-63 in all above branches. Since no residential accommodation for these students are available at present, only 100 students have admitte during 1962-63 into

## **DHANBAD.**

the 1<sup>st</sup> year class of the five-year intergrated course, in addition to 316 students admitted in to the 2<sup>nd</sup> year class of this course. The total strength on roll is 1,450 in 1962-63 and 124 lecturers.

Formerly this Institute was providing facilities for Diploma course in Mechanical and Electrical Engineering and training courses under various trades. These facilities were transferred to Dhanbad Polytechnic and the Technical Institute at Bhuli, Dhanbad, respectively.\*

The institution was affiliated to the Bihar University up to 1960, but since 1961 the Institute is affiliated to Ranchi University which is responsible for conducting examination and awarding B.Sc. Enginierring degree.

### **Recorganised Mining Class, Bhaga.**

The Mining Classes at Bhaga is the oldest Mining Institution in India. The nucleus of this institution was formed in 1906 when the Government of Bengal, Bihar and Orisa appointed a Mining Lecturer and an Assistant Mining Lecture who used to hold classes on practical coal-mining at four centers, two in Jharia and the other two in Raniganj Coalfields, once q week.

Rooms offered by the mining industry were utilized as class rooms for the purpose at the various centers.

Early in 1921 these classes were reorganized four halls were constructed at the following centers:- (1) Bhaga (2) Sijua for Jharia Coalfields, (3) Raniganj and (4) Sitarampur for Raniganj Coalfields.

A Mining Lecturer and two Assistant Mining Lecturers were appointed for each coalfield. The courses covered a period of three years for each class, the classes being held two evening per week. The syllabus then prepared was with the object of training apprentices up to the standard of Second Class Collirey Managers Examination.

The Indian School of Mines was started from 1926 and the ex-students of that institution started appearing at the Mine Managers' Examination from 1932 onward.

It mat be noted in this connection that students of the Evening Mining Classes have to apper at the same examination (Colliery Managers'Certificate of Competency) along with the graduates from the Banaras Hindu University and Associates of Indian School of Mines. The type of training given in these two places were of a much higher standard than the best training that can be imparted at the Evening Mining Class. Mining Education Advisory Board after due deliberations forwarded a scheme of reorganization of the Evening Mining Classes both in West Bengal and Bihar in the year 1946. In 1955, the state Government of Bihar accepted the scheme forwarded by

## EDUCATION AND CULTURE.

the Mining Education Advisory Borad. This scheme was given effect to August, 1956, when instead of classes on two evening for each year in the Reorganised Mining Class two full day classes were arrange for each year. Later on two other Mining Schools were opened-one at Kodarma and the other at Maithon (Dhanbad) in 1958. The syllabus followed in those two institutions was the same as was being follwed at the Reorganised Mining Class, Bhaga.

The state Board of Techincal Education, Bihar,at the meeting held in May, 1960, approved a syllabus to be followed at the three Mining Institutions. Instead of a three-year course the state Board recommended that the course of training at Bhaga ought to be of four years' duration. So the new students enrolled in 1960 were for four years' course. It will be interesting to note that although students at this institution have to attend classes only two days every week, they have creditably competed at the Mine Managers' Exmination, conducted by the Department of Mines, Government of the India.

This institution has also been contributing quite large proportion of Mine Managers and up till now not less than one-third of the total number of successful candidates are products of the Bhaga Mining School. There are ten lecturers in the Institution.

### Progress during the second Plan period (yearwise).

Year.	Newstudents enrolled.	No .passed Managers' examination.		
		No.passed in Diploma examination.	II Class.	IClass.
1956-57	55	Not available	32	6
1957-58	60	Ditto	35	10
1958-59	75	20	45	12
1959-60	77	60	84	20
1960-61	86	Not avavilable	17	3

**Dhanbad polytechnic:-** The present institute known as Dhanbad Polytechinc has its origin in 1954.It was first started in the premises of Bihar Institute of Technology, Sindri, with 120 students in total, 30 in Mechanical, 30 in Mechanical, 30 in Electrical and 60 in Civil Engineering Diploma course. Due to lack of accommodation the course was abolished in Sindri and was shiffed to Maithon in 1958 and in 1960 to Dhanbad. The present strength of the institution is nearly 700 students in all its three classes and 20 lecturers.

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The institution has Diploma Course in civil, Mechanical and Electrical of three Years' duration. It has 120 students in civil, 60 in Mechanical and 60 in Electrical classes. After the completion of three years' course the students are permitted to appear for examination conducted by the state Board of Technical Education for Diploma in civil, Electrical and Mechanical Engineering Hostel accommodation has been provided for 50 percent of the students.

The minimum, qualification for admission is matriculate with Physics, Chemistry, Elementary Mathematics and advance Mathematics. The minimum age-limit in all cases is 15 years and the maximum is 21 years on the 1<sup>st</sup> July of the years of admission.

### Central Fuel Research Institute.

Started in 1947 in the premises of the Indian School of Mines at Dhanbad it was shifted to Digwadihon the 22<sup>nd</sup> April, 1950. It is one of the eleven national research laboratories set up by the Government of India in different parts of the country. It is situated half way between Jharia and Sindri, ten miles south of Dhanbad. It conducts researches into the major problem of fuel, solid and liquid gases and conducts physical and chemical survey with the object of providing a reliable assessment of the quality and of the quantity of the resources of different types of coals in the country and ensuring that they are utilized to the best advantage.

The institute also conducts research on petroleum. The Coal Survey Organisation of the Institute covers all the major coalfields and production areas of coal. Aid has been rendered to various organization including the National Coal Development Corporation, Indian Bureau of Mines, and Geological Survey of India by analyzing thousand of samples of coal obtained from boreholes in the course of prospecting for the development of new coal-bearing regions.

Studies on the preparation of fine and small coal by autogenous cyclones using only water as medium have been undertaken on a laboratory scale and pilot plant trials are projected. On the basis of tests already carried out, the widespread use of such plants in the future can safely be predicted to the case of coal which have to be crushed prior to beneficiation.

### QUALITY SURVEY.

The first and foremost necessity is to have an accurate data on the quality of the resources. These are being collected by the Coal Survey Organisation of the Central Fuel Research Institute. The activities of this Organisation have been stepped up considerably with the increase in the requirement of coal in the country.

Planning for utilization and upgrading can only be based on thorough and accurate data of the natural resources. The resources of cooking are located only in the

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West Bengal and Bihar regions, although technologically it is possible to blend certain types of coals occurring in other areas with cooking coals of Bengal and Bihar of the production of metalliferous ores also occur largely in the neighbourhood of coking coals lays down an inevitable pattern of industrial development in the coking coal-iron ore belt. The resources of other qualities of coal (including lignites) which are largely of inferior variety, i.e., high in ash and moisture are, however, fairly widely distributed not only in the West Bengal and Bihar regions, also in Orissa, Madhya Pradesh, Bombay, Andhra Pradesh, Jammu and Kashmir, Assam and South India.

### **AID TO INDUSTRY.**

#### **(a) Washing of Bokaro and Kargali Coals.**

About 60 tons (40 tons Bokaro and 20 tons Kargali) of steam coals, obtained from M/s. Hindustan Steel, Ltd. Were studied, for finding out washability characteristics in the heavy medicine drum pilot coal washer (1ton/hr.using barite as the medium 1sp.gr. cut at 1.52). Suitable for metallurgical purposes, the blend comprised of cleaned steam and slack (13.4 per cent ash) crushed to ½" in size was obtained by washing.

#### **(b) High Temperature Carbonization Pilot Plant Studies.**

Blends to suit the Coke Ovens of the West Bengal Government's Durgapur Project were tried in the pilot coke ovens of the Institute with coals from Jharia and Ranigunj coalfields. Washed Kargali seam coals blended with Jharia coals were carbonized in the H.T.C. pilot oven at Central Fuel Research Institute in order to find suitable blends for obtaining metallurgical coke for the Rourkela and Bhilai Steel Projects.

#### **(c) Natural Gas from Jwalamukhi.**

The sample of gas from the wells struck at Jwalamukhi by Oil and Natural Gas Commission was analysed for them at the Institute to apprise its characteristics.

#### **(d) Dugda Washery.**

Qualitative survey of the coal resources in the western region of the Jharia coalfield suggested the setting up of a Central washery at Dugda (capacity 600 tons/hr.) for washing coals from 26 different collieries working 15 seams.

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Besides the technical aid rendered to the abovementioned parties assistance has also been accorded to the Central and State Government and their various committees and quasi-Government organization on various aspects of fuel and its requirements for the programmes of industrial development and expansion.

### CENTRAL MINING RESEARCH STATION.

The need for systematic research into many and varied problems of mining in India has increasingly been realized over the years. The enlarged activities of the industry in India and the greater use of machinery in mines called for the establishment of a centralized research unit for co-ordinating research into the all aspects. Of efficiency, safety and health in mines. Both the Mining Committee of 1937 and the Indian Coalfields Committee of 1946 recommended the setting up of a "Coal Research Board" to initiate and direct research into coal utilization and mining problems. A formal proposal for the establishment of a mining research station was mooted out in 1948 by the then Director of the Central Fuel Research Institute, who was then also the Acting Principal of the Indian School of Mines. The Council of Scientific and Industrial Research appointed a committee to study the scheme. Meanwhile, the Coal Board was constituted which began to take interest in the proposed Mining Research Station. The two lines of action eventually converged in 1954, when representatives of the Council of Scientific and Industrial Research and the Coal Board met in Delhi. It was agreed that the Coal Board working under the Ministry of production would contribute to the cost of the Station provisionally on a 50 : 50 basis. The Mining Research Station, thus, came into existence towards the end of 1955. It is 1½ miles north of Circuit House, Dhanbad.

The Station works in close collaboration with the mining industry, the Coal Board the Department of the Mining similar organization; offers facilities for testing and standardization of various mining equipments and for analysis of mine dusts, mine air and gases water samples, etc. It provides technical aid to industry in matters relating to way of scientific survey.

Research are being carried out to begin with, in the following main divisions:-

- (1) Mining and Engineering Division
- (2) Ventilation, Explosions and Fires Division
- (3) Dust and Health Division

The divisions are subdivided into five sections:-

- (1) **Mining.** – The section is conducting investigations relation to specific mining problems, especially on strata control and hydraulic stowing. Theoretical and model studies on hydraulic stowing, measurement of surface subsidence due to

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mining, studying on strata deformations around extraction zones, assessment of roof bolting as a support system in mines are some of the problem under investigation now.

(2) **Mine Ventilation.** –This section deals with the major ventilation problems in Indian mines including the airflow in mines, natural ventilation, air circuits and fans, auxiliary ventilation, measurement of geothermic gradient, ventilation surveys, heat and humidity in mines. Testing and calibration of air velocity measuring instruments and testing of fans are also undertaken.

(3) **Physics and Lighting.** – This section is engaged in the testing of various types of equipment, viz., flame safety lamps, electric hand lamps, safety torches, safety helmets, safety belts, etc., for mechanical strength and efficiency and also for safety for use in gassy mines; photometry and lighting efficiency tests of illumination survey in mines in India electric and electronic instrumentation applied to mining X-ray diffraction analysis for the study of mineralogical aspects of mine dusts and mineral matters.

(4) **Engineering.** –The section deals with investigation and research concerned with strength and testing of materials and with machinery employed in mining. The section will be equipped with non-destructive testing instruments, ultrasonic and magnetic inspection technique.

## **GEOLOGY.**

The section is equipped for work as petrographic and mineralogical studies on rocks, minerals and ores. Rock-cutting, grinding, ore-polishing machines, polarizing microscopes with universal for optical works on rocks and minerals. Research in progress includes studies on microflora of Dishergarh coal seam, the petrology of mineral particles of air-borne dust in mines and the petrology of Dishergarh Coal.

### **Dust and Health Section.**

The programme of the section envisages investigations into health hazards in the mining industry. Amongst the investigation under progress, mention may be made of the studies on the assessment of air-borne dust, size and concentration and thermal conditions in coal-mines, dust problems in the washeries, and the effect of water spraying in the production of dust.

## **ORIENTAL SCHOOL.**

The district is very backwards in Sanskrit Education. There is only one Sanskrit *tol* at Kako in Baghmara subdivision. The State Government has started a new Sanskrit High School at Dhanbad in 1961. It has 100 students and 7 teachers.

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The following figures supplied by Education Department will give an idea of Sanskrit *tol* in the district: –

year.	No. of Sanskrit toll	No. of scholars	No. of teachers.
1956 .. ..	1	22	1
1957 .. ..	1	23	1
1958 .. ..	1	26	1
1959 .. ..	1	34	1
1960 .. ..	1	44	1
1961 .. ..	1	42	1

There is no Madaras in the district. Urdu and Persian are taught in ordinary schools.

### PHYSICAL EDUCATION.

Drills gymnastics have been a regular feature in the schools and colleges since a long time past. Sports and outdoor game have been a regular feature in the educational institutions.

Physical training is also given in the girl's school where provisions for games are liberally encouraged. The A.C.C. and N.C.C. units, boy scouts and girl guides have been financially helped by State Government. The district has a Deputy Superintendent of Physical Education to look after the physical education institutions and Physical education programmes in the educational institutions and Physical training centers (Akharas and Vyayamshalas).

### 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 a higher level and they merged in the district also. It is now functioning as the Bharat Scouts and Guides Association. Regular training is given 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 their meals and fairs for social work. The scout movement has yet to expand.

### Auxiliary Cadet Corps, National Cadet Corps and National Cadet Corps Rifles.

Military training is sought to be imparted to the students under the management of the 3rd Bihar Battalion National Cadet Corps with headquarters at Ranchi. The Senior Division of N.C.C. is meant for college students while the Junior Division is meant for school students. Since 1961, a new unit, viz., N.C.C. has been started in

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colleges. there are N.C.C. and N.C.C.R. units in R.S.P. college, Jharia and N.C.C.R. units in R.S. More College Govindpur. In July, 1962 the total number of cadets in these colleges were 300 which show that there is still a wide scope for the progress of the movement. The N.C.C.R. unit is under the management of 13 Bihar Groups N.C.C.R. with headquarters at Hazaribagh. There are A.C.C. units in several schools of the district.

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 service training to young men and women and build up a reserve of potential defence. Parades and frequent camps are held to keep the cadets in force. The movement requires further expansion.

### **EDUCATION FOR THE HANDICAPPED, DEAF, DUMB AND BLIND.**

A school for the blind was established in 1961 at Bhuli, Dhanbad. During 1961-62 the school had four teachers and the number of students was 27. It receives financial help from the State Government, the District Board and Dhanbad Municipality. The school is now recognised up to Upper Primary Standard. There are no schools for the deaf, dumb and orthopaedically handicapped students in the district.

### **SOCIAL EDUCATION.**

During the First Congress Ministry from 1937 a literacy campaign had been started from the Education Department. This scheme was not much of a success in spite of a large drain of money. With the resignation of the Congress Ministry there was a set-back in whatever was being done. From 1948, a comprehensive scheme has been again sponsored by the State Government to spread literacy and to make the common man's life pleasant and useful. Centres for imparting literacy and recreations, libraries and imparting general knowledge with audio-visual aids, etc., have been linked up with the Community Development Blocks throughout the state. There are youth organisations for both boys and girls. The centres are expected to hold literacy classes, community recreations, music, demonstrations for village welfare work. Particular attention is expected to be paid to the women folk in the village to make them useful mothers and sisters and citizens. Most of the centres are in the school building or the office of the *Gram Panchayats* or Co-operative Societies. The State Government are spending a very large sum on these centres for books, musical instruments, equipments, etc. 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 many of such centres are more financial drain and do very little of concrete work.

The following figures will show the expansion of adult education or social education centres in the district for the last five years:—

Years.	No. of Teachers	No. of centres.	Enrolments
1956-57	156	4,244	156
1957-58	164	4,784	164
1958-59	.. 164	4,789	164
1959-60	.. 160	4,956	160
1960-61	.. 160	4,856	160

### RETROSPECT.

Dhanbad is a new district and has grown enormously in the last three decades mainly owing to her coal industry. The developments of the coal industry has pushed up other ancillary industries.

As mentioned elsewhere Dhanbad was previously a subdivision and then raised to a sub-district in the old Manbhum district. There has not been much of an educational background in the area which now forms Dhanbad district. Purulia, the headquarters of Manbhum, was the main centre for educational and cultural activities and a few local schools had been started at Pandra, Bagsuma, Chandankiary, etc., mostly by local zamindars. The richer zamindars like the Raja of Jharia or Rani of Pandra did support some of the old educational institution but the weightage was given for the Sardar subdivision which formed the bulk of the old Manbhum district and which has now gone over to West Bengal.

It may be correct to state that Dhanbad and its neighbourhood which includes the satellite towns of Jharia, Katras, Kerkend, Bhaga, Sindri, etc., forms the most important chunk of Dhanbad district. Most of the educational institution and particularly the technical ones are concentrated in this area. Even the industry and business interest at outlying places like Maithon and Kumardhubi have not developed much far so far as educational facilities are concerned. This is a peculiar feature of this district- a heavy concentration of the educational and cultural institutions within only a few sq. miles of the district headquarters. The reasons are not far to seek Administrators, industrialists, businessmen, the educated and the intelligentsia, etc., are all in heavy concentration within these 10 sq.miles or so. It is true they form an excellent cross-section of people hailing from different parts of India and this has made Dhanbad a cosmopolitan town like Jamshedpur. Dhanbad and its neighbourhood is comparatively free from the virus of casteism and there is much more of national integration and solidarity. Judged from this point of view although Dhanbad has not had a long start for education, she has an excellent record at the moment for advancement of education and culture. This will also be borne out from the fact that

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Dhanbad stands second within the district of Bihar so far as literates are concerned. Patna has the highest percentage of 28.7 literates, with the break up figures of 43.5 percentage for males and 13.0 for females. Dhanbad comes next with 25.5 literates with break up figures of 37.2 percentage for males and 10.7 percentage for females. The district to come next in point of literacy is Singhbhum with 22.9 percentage of literates. Singhbhum is also an industrially advanced district. A few other figures will be of interest in this connection. Dhanbad is the smallest of all the districts in Bihar from the points of view of area and population. Her area is 1,114 sq. miles according to 1961 census and the population is now 11,58,610 as against 9,05,788 in 1951.\* Twenty-five percentage of the total population live in the nineteen urban areas. The density of Dhanbad district is 1,045 per sq. mile and there are 792 females per every 1,000 males. The advancement in literacy in Dhanbad district will appear to be quite remarkable when it is remembered that the percentage of population of Scheduled Castes is 17.86 and that of Scheduled Tribes 11.08 according to 1961 census.

Dhanbad district has yet to produce literary men, poets or writers. A highly industrialised district there is naturally more emphasis on technical education but art and literature etc., should not be neglected. The Bar, public men and the colliery. Proprietors and the highly technical supervisory staff have pioneered schools and colleges and the State Government have given liberal help. It is expected that there will be necessary shift to cultural development of different strata of culture have taken place and offers a rich field for the investigation of the anthropologist and the social scientist. But within the district time must be generated the urge for a simultaneous cultural development so that the district is not steeped into the evils of all industrialism.