

EDUCATION AND CULTURE

In ancient times the area included in district Gorakhpur was mostly covered with forests where sages lived in ashrams (hermitages) and taught boys hailing from different parts of the country, Rama, the famous prince of Ayodhya, also is said to have passed some time at the junction of rivers Rapti and Ghaghra to receive instructions from Vishwamitra.

Education, which started at home, was continued in these ashrams where the students lived with the preceptor. Regular schooling began with the initiation ceremony called the upanayana. The pupil could generally study subjects of his choice, but instruction was given specially in the Vedic lore. The traditional ten branches of learning were itihasa purana (legends and ancient lore), vyakarana (grammar), chhandshastra (prosody), arthashastra (political economy), ganita (mathematics), jyotish (astronomy and astrology), anvikshiki (philosophy), dharmashastra (law), shastravidya (state-craft and military science) and ayurveda (the science of medicine). Studies were not undertaken then with an eye mainly on acquiring ability to earn a living but the inmates of the ashrams were expected to gain perfect knowledge of their duties ceremonial, moral and religious along with all branches of learning. Education was free and uncontrolled by the state, and the teacher gave individual attention to his pupils. Character building and personality development of students were the chief objects of education. The teacher was content with whatever was offered to him by his pupils or their parents. Apart from education, the basic necessities of life were also supplied free by the preceptors for which the students have to serve him whole heartedly.

In course of time, the system of imparting education under the direct guidance and personal care of the teacher become traditional, the establishments where no fees were charged, being called gurukuls. The gurukul system of education seems to have been continued with occasional modifications in the district till about the advent of the Muslims. During the medieval period, these institutions turned into private pathshalas (schools). In those schools which were attached to religious establishments, students were generally initiated into the profession of priesthood. A few elementary and secular schools also came into being in which reading, writing and little arithmetic were taught. When Muslims settled in this region, they founded their own schools, (maktabs or madrsas) where Maulvis instructed in branches of Islamic learning. During the rule of the nawabs of Avadh, the maulvis started small schools in various towns for the children of well-to-do residents, aspiring to enter into government service.

The institutions run by the Hindus and Muslims separately taught different languages but their characteristic features had similarity in many respects. According to Syed Nurullah and J.P. Naik, "Although the Hindus and Muslims had separate schools of learning several important features were common to both type of institutions. For example, both received pecuniary assistance from rules, chieftains and opulent or religious citizens. Both were staffed by learned teachers, some of whom were authors of repute, but most of whom received very low remuneration. In both, instruction was mostly given gratis and no regular fees, as now understood, were charged. Both were mediaeval in character used a classical language as the medium of instruction (Sanskrit in one case and Arabic or Persian in the other), imparted instruction on traditional lines. In both, the teachers were remunerated in one or more of the following ways, viz., grants of land

made by rulers, occasional voluntary presents from pupils and members of the public, allowances paid by wealthy citizens and payment in the form of food, clothes or other articles. Lastly, both had a few teachers who not only taught gratis but also provided food and lodging to their pupils."

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At the time of the annexation the district was extremely backward in education. "In the early part of the nineteenth century Buchanan remarked that in many parts of the district there was not a single school."

In 1835, a free school was started at Gorakhpur by a local committee, but it was closed down after 9 years. In 1844, the Church Missionary Society started a school and for a long time it remained the only institution of importance in the district. In 1847, when the first report on the education was submitted, there were 243 Persian, 170 Sanskrit and 15 Hindi schools in Gorakhpur and Basti district with an aggregate of total attendance of 3808 students only. Village schools on the halqabandi system were first opened in May 1856 and at the same time tahsil schools were established at Salempur, Pipraich and Sahebganj.

Regarding the spread of education at that time the collector of district , Tucker, had remarked that with the exception of some Brahmins, some Kayasth officials and a few respectable Muslims, a population of 2.5 million was in a state of utter ignorance.

In 1850, a scheme for the development and improvement of indigenous schools as a means of spreading education among the people had been drawn up by the government of the North-Western Provinces. It provided for the establishment of a government village school at the headquarters of every tahsil. A school master, employed on a pay of Rs.10 to 20 per month, besides such fees as he might collect from his students, was to conduct the school, in which reading, writing, accounts, mensuration, geography, history and geometry were to be taught through vernacular medium. As these schools do not appear to have been very successful, they were replaced about five years later by the circuit or halqabandi school system initiated by Alexander, collector of Mathura.

In this system a group of four or five villages was marked out and the most central village was chosen for the site of school. The cost of running the school was met with the voluntary contributions from the zamindars, which was later converted into a contributory donation by them towards education, at the rate of one per cent of their land revenue. The halqabandi system could not reach the towns. The tahsil schools mostly located in towns catered to the needs of the people. The system of establishing zila schools had commenced first in 1859 in the region known as the North-Western Provinces which included the present district. It seems to have been adopted in Avadh, a

few years later. The first zila school was established at Gorakhpur in 1875 which provided education up to the middle standard that is class eight.

In 1856, three tahsil schools were opened at Salempur, Pipraich and Sahebganj but due to the freedom struggle 1857, the work of imparting education received a set back. When the schools reopened in 1858, there were 52 students in the tahsil and 108 students in the eleven village schools. There was also a Church missionary Society school with 180 students and 96 schools on oriental system with 793 students on roll. Ten years later in 1868, the number was much larger. In addition to the Church missionary Society's high school and the orphanage there were 176 halqabandi schools with 9,505 students on roll, 11 girls' schools with 281 students on roll, 185 schools on oriental system with 2,243 students and 14 middle schools with an attendance of 1,116 students. In 1878, the number of schools had risen to 407, the aggregate number of scholars being 9,769. A zila or district school was established at Gorakhpur but it only taught up to the middle standards. There was an addition of a tahsil school but the Anglo-vernacular schools which were started in 1867-68 had in most cases ceased to exist. For another decade the matter remained much the same. By 1888 halqabandi schools had diminished by 80 and the total number of scholars in all government institutions numbered 7,371. The number of students rose to more than 20,000 in 1899. In 1905, about a hundred new aided schools were started having 6,000 students on roll.

In 1908, there were 529 institutions of which 9 were secondary schools having 3,775 boys and 27 girls on roll and 510 primary schools with 29,834 boys and 799 girls on roll. Some of the important ones viz. St Andrews' College, teaching up to class eleven arts standard, a high school, an Anglo-vernacular school, a vernacular middle school and 5 primary schools for boys, were run by the Church Missionary Society. The Jubilee high school was started 1875 as an oriental zila school, was reconstituted in 1887 as a municipal high school and in 1907 was handed over to the district board. The other two secondary schools were aided alongwith an anglo-vernacular.

Subsequent years saw further expansion of education in the district. In 1920-21, the important institutions of the town were the Government Jubilee High school, Gorakhpur High School, George Islamia High School and St Andrews' High School and College, besides 732 educational institutions of which, 59 were for girls. A decade later the number of schools and students went up. There were six high schools in 1930-31. The Balmukund High School and the Dayanand Anglo-vernacular High School were the two new educational centres to come up in the town. The other important institutions existing in the district consisted of the Agricultural School, the Government Technical School, the Theosophical Girls' School and the Arya Kanya Pathshala. The number of higher secondary schools rose to 53 with 6,076 boys and 1,186 girls.

Growth Of Literacy

In 1872, only 2 persons in a thousand could read and write but by 1881 the literacy rate rose to 3.6 per cent among males and 0.08 among the females. These percentages further grew to 4.4 and 0.15 respectively in 1891. Thereafter, there has been a steady rise in the number of literate persons both males and females. Achievement in this field during the last three decades is depicted below :

Year	Percentage of literacy among	
	Males	Females
1951	15.40	2.20
1961	26.10	5.10
1971	30.37	7.50

In 1961, the district was lagging behind the State average of 17.70 percent and occupied with 33rd place among the districts. The following statement gives an insight into the expansion of literacy and education in the district in 1961.

Educational standard	Persons	Males	Females
<u>Urban</u>			
Total population	1,87,343	1,06,245	81,098
Illiterates	96,590	42,132	45,498
Literate without education level	49,475	30,156	19,319
<u>General education</u>			
Primary or junior Basic	18,397	13,479	4,918
Matriculation or Higher Secondary	17,582	15,604	1,978
Technical Diploma not equal to Degree	34	34	-
Non-technical Diploma not equal to Degree	4	4	-
University Degree or Post-graduate degree other than technical degree	4,925	4,567	398
<u>Technical/ Professional</u>			
Engineering	34	34	-
Medicine	47	31	16
Agriculture	3	3	-
Teaching	251	200	51
Veterinary and dairying	1	1	-
<u>Rural</u>			
Total population	23,77,839	1,91,052	11,86,787
Illiterate	20,65,227	9,16,003	11,49,224
Literate without education level	2,08,400	1,78,639	29,761
Primary and junior Basic	78,956	71,711	7,245
Matriculate and above	25,256	24,699	557

In 1971, the percentage of literacy had risen to 19.30 per cent in the district against State average of 21.64.

GENERAL EDUCATION

Education now starts generally with the pre-junior Basic class or nursery stage and goes upto the University stage. There were 7 nursery schools in the district in the 1973-74.

Pre-junior Basic Stage

Pre-junior Basic education, imparted to children upto 6 years of age, is of recent growth and following nursery and kindergarten schools are devoted to infants in the districts :

Name & Location	Year of foundation	No. of students	No. of teachers	Management
Nursery School, Civil Lines, Gorakhpur	1958	251	16	Private
Dayanand Shishu Sadan, Basipur, Gorakhpur	1964	160	9	"
Saraswati Shishu Mandir Gorakhpur	1964	200	15	"
Saraswati Vidya Mandir, Hazaripur, Gorakhpur	1964	128	8	"
V.S.S. Nursery School, Barahalganj, Gorakhpur	1964	218	15	"
Jublee Shishu Mandir, Gorakhpur	1967	105	7	"
Nursery School, Barahalganj, Gorakhpur	1967	95	6	"

Junior and Senior Basic Stage

The Wardha scheme of education was adopted by the State Government with certain modifications including the introduction of an eight-year course of studies, comprising the junior Basic stage from class I to class V and the senior Basic stage from class VI to class VIII.

The main idea behind the Basic education is that education should centre round some form of manual productive work. For the supervision and guidance of these schools and Basic Shiksha Adhikari is appointed in the district.

Secondary Education

A list of the higher secondary schools functioning in the district in 1973 is given in statement II at the end of the chapter.

Higher Education

A university was established at Gorakhpur in 1956. It is a teaching-cum-affiliating body. In the beginning it started with faculties of arts and commerce, but later on, faculties of law, science, engineering, agriculture and medicine were added. It has a well equipped library and provides research facilities to students.

In 1973, there were 21,453 students including 2475 girls on roll in degree classes and 3225 students including 755 girls studying subjects in post-graduate classes of the Gorakhpur University and its affiliated colleges. There were 284 teachers including 10 women on the staff.

Degree Colleges

In 1973-74, there were 13 degree colleges in the district, all of which are affiliated to the Gorakhpur University. A list of the degree colleges is given in the Statement II at the end of the chapter.

Re-orientation Scheme

The re-orientation scheme aims at introducing agriculture as central craft in as many junior high schools and higher secondary schools as could procure four ha. of arable land farming and training craft. The following statement gives certain details regarding various types of schools teaching agriculture as a compulsory subject in 1973-74 in the district :

Type of schools	No. of schools	Total area (in ha.)
Senior Basic	32	57.46
Higher secondary (up to class X)	5	5.30
Higher secondary (up to class XII)	25	35.80

Education Of Scheduled Castes And Other Backward Classes

To encourage education amongst the Scheduled Castes, Scheduled Tribes and Other Backward Classes, incentives like free tuition, stipends, scholarships and financial assistance for books and stationery are provided by the State. The students belonging to the Scheduled Castes and Scheduled Tribes get free education up to the university stage. The numbers of such students receiving financial assistance in different categories schools in 1973-74 are given in the following statement :

Schools	Scheduled Castes and Scheduled Tribes		Other Backward Classes	
	Boys	Girls	Boys	Girls
Junior Basic	475	150	83	25
Senior Basic	758	200	247	50

Higher secondary (up to class X)	1070	300	170	40
Higher secondary (up to class XII)	3247	28	124	5

Professional And Technical Education

Before the mechanisation of industries there was hardly any scope for opening institutions of technical and professional education. In the age of handicrafts, skill in the production of goods was acquired through apprenticeship and dexterity passed on from generation to generation. But with the advent of machine technology and its application to spheres of production, propagation of professional and technical education became imperative.

The Industrial Training Institute, Chargawan is run by the State directorate of training and employment. It imparts training in trades of fitter, carpenter, turner, electrician, wireman, mechanist, refrigerator mechanic and steno-grapher. In 1974, the number of trainees was 680.

The Government Polytechnic, Gorakhpur was started in 1909 by the railway company and was handed over to the State Government in 1956. It is functioning under the control of the directorate of technical education, Uttar Pradesh. It imparts training in mechanical, electrical and automobile engineering, the duration of course being 3 years, after which a diploma is awarded by the Board of Technical Education, U.P. It also runs one year post-diploma course in refrigeration and air-conditioning and a four year's course in chemical engineering. In 1973, the total strength of students ranged between 900 and 1,000 and the members of teaching staff numbered 53.

The Maharana Pratap Polytechnic which was started in 1956 runs diploma courses in civil, mechanical, electrical and electronic engineering. It has a capacity to enroll 120 trainees at a time.

The Madam Mohan Malviya Engineering College, Gorakhpur was started in 1962 to impart higher education in technical subjects. It runs a four year's degree course in civil, mechanical, electrical and electronic engineering. It is affiliated to the Gorakhpur University.

The government agriculture school which was founded in 1931 is functioning under the aegis of the State directorate of agriculture. It imparts coaching in land management, agriculture and allied subjects and awards a diploma after successful completion of two years training. It possesses a farm of 11.33 ha., a goshala and a big garden. The school hostel accommodates 100 students who get a stipend of Rs 30 per month. The teaching staff consists of a principal, 11 instructors and 3 assistant lecturers.

To meet the growing demand of trained teachers for Basic schools, 4 training institutes, one of which was for girls, were running in the district by the education department. Their position in 1973-74 is indicated below :

Name and location	Name of certificate awards	No.of trainees	No.of teacher
Government Prem Chandra junior Training College Gorakhpur	B.T.C	153	16
Government Model School, Pipraich	B.T.C	340	13
Government Normal School Bansgaon	B.T.C	97	N.A.
Governments Girls Normal School, Gorakhpur	B.T.C	43	N.A.

The Baba Raghav Das Medical College was started in 1942. It imparts training and education for the bachelor's course in medicine and surgery. It has an attached hospital as well. In 1974, there were 150 students on roll of which 26 were females. The teaching staff numbered 35 including 5 females. The college is affiliated to the Gorakhpur University.

ORIENTAL EDUCATION

Sanskrit :- Sanskrit continues to be taught in gurukuls and temples but the number of such institution gradually decreased after the introduction of the modern system of education when endowments meant for Sanskrit pathshalas were diverted to run school for general education in which the teaching of Sanskrit was not compulsory. The existing pathshalas impart education in subjects like Sanskrit literature, vyakarana (grammar), ganita (mathematics) and darshan (philosophy) and are affiliated to the Varanaseya Sanskrit Vidyalyaya, Varanasi.

Arabic and Persian :- A madarsa (school) known as Madarasa Anjuman Islamia is run at Gorakhpur following the curriculum prescribed by the Board of Arabic and Persian Examinations, Allahabad. It prepares students for the certificate course of Maulvi, Alim, Fazil (Arabic) and Munshi, Kamil (Persian). In 1974, the Madaras had 182 students and 11 teachers.

EDUCATION FOR PHYSICALLY HANDICAPPED PERSONS

A Deaf and Dumb School was opened at Gorakhpur on November 21, 1955. Apart from giving lessons on how to communicate with others, the children are taught subjects like Hindi, English and Mathematics. To make them self-supporting, the students are given vocational training in woodcraft, fine arts and tailoring. The school provides free education up to junior high school stage. In 1974, the institution had 54 students and 7 teachers.

The Government Blind School, Gorakhpur was started by the Harijan and social welfare department in 1957. It runs classes up to junior high school level in its own building. Services of a school bus are available to students. Besides teaching English, Hindi,

mathematics, history and geography, the institution imparts training in music, spinning and cane-craft. In 1974, there were 38 students of whom 35 were hostlers. No tuition fee charged and hostel accommodation is also provided free of charge. Each student is entitled to receive a scholarship of Rs. 40 per month from the State Government, provided the monthly income of his parents does not exceed Rs 200.

PHYSICAL EDUCATION

Physical training is given to boys and girls in almost all educational institutions in the district. The National Cadet Corps training is in force in 35 higher secondary schools in the district. Nearly 7000 students receive such training in the senior and 15,000 in the junior division each year. Scouts training under the Bharat Scouts and Guides Association is given in nearly all the higher secondary schools and scouts and guides camps and rallies are arranged every year. About 5000 students are trained each year.

FINE ARTS AND MUSIC

Embroidery and knitting are favorite pastimes of the women. Wood carvers are occasionally seen with their artistic hands working on doors and sills. Icons and images of gods and goddesses are chiselled from stone blocks and made to adorn the temples and shrines.

FOLK-SONGS AND FOLK-DANCES

To earn his livelihood the common man has to work very hard. The womenfolk also join men, particularly in agricultural operations. Usually after the days' hard work men and women relax themselves with singing and dancing. Agricultural operations like transplanting rice or harvesting the Rabi crop or events like the birth of a baby or a marriage in the family are special occasions for such entertainment and merry-making.

Folk-songs, peculiar to the various festivals and seasons of the year sung in the district are the kaharwa at Deepawali, the Phaag during Holi, the Alha, Barahmasi and Kajri during the rainy and Birha in winter nights. Women also sing devi geets, while proceeding to take a dip in rivers or visiting temples and fairs, dhartee geets are sung by the farmers while transplanting paddy.

Of the popular folk-dances of the district the Kaharwa, Dhobia and Mela are performed on the occasion of festivals, marriage and during fairs. The musical instruments generally used are the harmonium, dholak, manjira, thali, mridung, nagara and huruka.

ADULT EDUCATION

In 1970-71 the planning department organised 60 school for adult education. The duration of the course was 6 month. A total of 1,567 men and 826 women received education during the same period.

CULTURAL AND LITERARY SOCIETIES

Cultural Society

A society called Rupantar has been formed at Gorakhpur to stimulate coalescence through frequent cultural exchanges. It had staged a number of plays, such as lahran - ke -Rajhans. Asharh ka Ekdin, shayad Han, Second door, Badshah, Begum aur Gulam, and Parte.

Literary Society

The Mannan Sahitya Parishad, Gorakhpur is actively engaged in the promotion of Hindi and its literature in the district. It organises debates, Kavi sammellans and goshtis occasionally in furtherance of its objects.

LIBRARIES AND READING-ROOM

Libraries - In 1973-74 there were 8 libraries in the district. The following statement gives an idea of their status:

Name and Location	Number of book	Management
District Government library, Gorakhpur	10,532	State Government
Nagari Pracharini Pustakalaya, Gorakhpur	4,856	Private
Nehru Adhyayan Kendra, Bhiwapur, Gorakhpur	3,062	"
Jan Priya Pustakalaya, Bairath Hata, Rajbari1,	930	"
Mahip Narain Shahi Pustakalaya, Mahabir Chhapra	1,865	"
Khokar Sewa Bachnalaya Sansthan, Gorakhpur	1,627	"
Holmes Colonel Library, Town hall, Gorakhpur	N.A.	Municipal board
Gappu Lal Municipal Library, Lal Diggi Park Gorakhpur	N.A.	"

STATEMENT II

List of Higher Secondary Schools

Institution of location	Year of Establishment	No. of Students	No. of Teachers
1	2	3	4
Government Jublee Inter College, Gkp	1875	1341	50
D.B.Inter College, Gorakhpur	1880	2718	78
St. Andrews Inter College, Gorakhpur	1884	1025	28
M.G.Inter College, Gorakhpur	1909	1437	56
M.P.P.Arya Kanya Inter College Gorakhpur	1916	2684	60
M.S.G.Inter College, Gorakhpur	1920	1512	52
M.P.Inter College, Gorakhpur	1925	1560	60
J.P.Inter College, Compierganj	1930	686	25
Dayanand Inter College, Gorakhpur	1936	2599	86
Murari Inter College, Sahjanwa	1936	2170	57
T.D.M. Inter College, Gorakhpur	1936	944	31
M.G.Inter College Siswa Bazar	1943	1423	45
S.A.J.Inter College, Anand Nagar	1944	1143	41
Abhainandan Inter College, Gorakhpur	1945	1029	45

Co-oprative Inter College, Pipraich	1945	2101	61
V.S.A.V. Inter College, Gola	1945	1508	45
Imambara Muslim Kanya Inter College, Gkp	1945	2248	63
Pt.J.L.N. Inter College, Bansgaon	1946	1032	37
Marwari Inter College, Gorakhpur	1947	1091	44
Nautanwa Inter College, Nautanwa	1947	1171	43
National Inter College, Barhalganj	1947	1458	48
M.P. Inter College, Mundera Bazar	1947	529	22
L.P.K. Inter College, Basdilla	1947	1671	59
Kishan Inter College, Gagaha	1948	1162	35
D.A.V. Narang Inter College, Gugli	1950	864	30
S.K. Inter College, Kauri Ram	1950	1619	56
Indrasana Inter College, Balapar	1950	800	23
B.P. Kanya Inter College, Gorakhpur	1950	1647	48
Govt. A.D. Girls' Inter College Gorakhpur	-	1027	40
G.S.V.S. Inter College, Maharajganj	1951	1050	36
M.L. Inter College, Dughra	1951	627	31
Ram Rekha Singh Inter College Uruwa	1951	1160	42
Bapu Inter College, Peppeganj	1952	1509	40
Bhumidhar Inter College, Sikariganj	1952	787	29
R.K. Inter College, Thuthibari	1952	1061	25
P.P.D. Inter College, Machhligaon	1952	614	27
Gandhi Inter College, Harpur Budhat	1952	831	32
D.N. Inter College, Chowk	1953	519	23
S.P. Inter College, Lakshampur	1954	874	34
Anglo Sanskrit Inter College, Gugli	1954	921	28
Mahajan Inter College, Chauri Chaura	1954	964	49
V.D. Inter College, Dumari Niwas	1954	859	25
A.V. Inter College, Kakarahi	1955	618	29
Carmel Inter College, Gorakhpur	1955	680	25
Rastriya Inter College, Bali (Nichlaul)	1956	787	35
Gandhi Inter College, Mahurpur	1956	634	19
Janta Inter College, Bhitauli Bazar	1956	1205	39
Adarsh Inter College, Belwar	1956	443	21
Govt. Girls' Inter College, Sardarnagar	1956	437	23
Govt. Girls' Inter College, Bansgaon	1956	411	20
Janta Inter College, Indarpur	1957	656	30
Panchayat Inter College Partawal Bazar	1957	1679	60
L.D. Inter College, Barampur	1957	914	30
Govt. Girls Inter College, Nautanwa	1957	396	21
Neena Thapa Inter College, Gorakhpur	1958	1069	27
Janta Inter College, Chargawan	1958	575	24
Patel Inter College, Bhatahat	1958	1121	42
Bhartiya Inter College, Diparsandi	1960	740	31
Baba Amrit Das Inter College, Jogipali	1961	757	23
Neta Subhash Inter College, Maulaganj	1961	670	29
M.R.D. Inter College, Pharenda	1964	439	19
Shyam Krishna Inter College Thawaiipur	1964	1174	33
M.P. Inter College, Bargadwa	1964	740	30
Mahatma Gandhi Inter College Brijmanganj	1965	558	25
Maharajganj Inter College, Maharajganj	1965	1309	39
Rama Nath Uma Shanker Inter College Phulnauha	1965	960	34
Adarsh Inter College, Parsauna	1965	816	21
Dayanand Kanya Inter College, Gorakhpur	1965	692	23
Nehra Smarak Balika Inter College Mundera Bazar	1965	639	25
Inter College, Lakshampur Ekdanga	1966	531	20

STATEMENT III

List of Degree Colleges

Institution of location	Years of establishment	Faculties	Management
1	2	3	4
St. Andrews College, Gorakhpur	1916	Arts & Science	Private
National Degree College, Barhalganj	1960	Arts & Science	Private
J.N.C. Degree College, Mahrajganj	1966	Arts	Private
D.N. Degree College, Gorakhpur	1969	Arts	Private
M.G. Degree College, Gorakhpur	1970	Science	Private
Dayanand Degree College, Gorakhpur	1970	Arts	Private
Bapu Degree College, Pepeganj	1971	Arts	Private
Mahajan Degree College, Chauri Chaura	1972	Arts	Private
Shyameshwar Maher Vidyalaya Sikriganj	1972	Arts	Private
L.B. Shastri Degree College Anandnagar	1973	Arts	Private
Syed Javed Ali Shah Imambara Girls' Degree College, Gorakhpur	1973	Arts	Private
Pantre Degree College, Mani Ram, Gkp.	1973	Arts	Private
Bhatwali Bazar Degree College, Gkp.	1973	Arts	Private
