

**Growth of Primary, Secondary and Higher
Education and its Impact on the Society
in Orissa 1858-1947**

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C E R T I F I C A T E

This is to certify that the dissertation entitled "Growth of Primary, Secondary and Higher Education and its impact on the Society in Orissa : 1858-1947", by Nibedita Nayak, is in fulfilment of eight credits out of the total requirements of twenty-four credits for the Degree of Master of Philosophy of this University. This is her own work and has not been submitted for any other degree of this or any other University.

I recommend that this dissertation may be placed before the examiners for evaluation.

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CHAPTER I

INTRODUCTION

I

Facing the Bay of Bengal on one side, the state of Orissa situated on the east coast of India is bounded by Bihar, ~~Madras~~, West Bengal and Madhya Pradesh. Major portion of this extensive territory was known in ancient time as the land of the Kalingas, the people who are referred to in the early Brahmanical literature, as well as, in the Old Pali Canons. Though today the ancient glory of Kalinga or Utkala is no more, yet to the antiquarians and historians who dig into the past, the historic Orissa still lives in her extant monuments, inscriptions, copper plates and manuscripts.¹

Historical Background of Orissa

The great kingdom of Kalinga extended on the one hand from the Ganges to the Godavari and on the other from the Amarakantak to the Bay of Bengal. Emerging from the pre-historic times with references in the Vedic and Epic literatures, people of this ancient Kalinga distinguished

1 A.C. Pradhan, A Study of History of Orissa, p. 1.

themselves as pioneers in maritime activities as well as overseas colonisation and took to empire making under the Jain king Kharavela before the Christian era. Even today, the Hatigumpha inscriptions of Khandagiri and Udayagiri present a lucid picture of the life and activities of the Great King Kharavela till his thirteenth regnal year.

However, defeat of the glorious warriors of Kalinga in the war of 261 B.C. with Emperor Ashoka, where economic factor acted as the main cause of controversy, resulted in the termination of her independence. Consequently she continued to be ruled by a number of kings, one after the other, till the death of her last Hindu king Mukundadev in 1568 A.D. After that she became the victim of foreign rulers for all of whom her economic prosperity was the main source of attraction.

Sulaiman Karrani, the Afghan Sultan of Bengal, was the pioneer in this regard who conquered Orissa in 1568 A.D. and became her first Muslim ruler. He paved the way for other foreign rulers to follow him regarding the conquest of Orissa and helped to make external aggression more virulent than before.

But the Afghans of Orissa acknowledged the suzerainty of the Mughal Emperor Akbar after a prolonged cold war in 1590 and Orissa finally slipped off to the

Mughal rule in 1592. Though the Mughals ruled Orissa for near about one and a half century, towards the end of their rule Orissa had become a political warfield of the Marathas against the Bengal rulers.

The Marathas were very much harsh and aggressive in nature who launched several attacks against Bengal. All those wars and depredations against Bengal ended with the signing of the treaty of 1751 which shifted the administrative responsibility of Orissa to the Marathas of Nagpur. But the Marathas became unpopular in Orissa as they adopted a number of coercive measures for their own selfish interest. In spite of that they continued their depredations in Orissa till the advent of British to Orissa in 1803 A.D.

British Invasion of Orissa

A cold war continued between the Marathas and the East India Company for the possession of Orissa throughout the 18th century. At last while on the one hand Maratha rule was ended in Orissa, on the other hand the great province of Orissa with its 23,907 sq. miles and three million souls passed under the British rule,² in October 1803. The East India Company immediately annexed Orissa to the Bengal Presidency along with Bihar.

2 W.W. Hunter, A History of Orissa, vol. I, p. 192.

But the British had no intention of unifying the Oriya speaking territories. For this reason only the Oriyas remained scattered under five political authorities, i. e. Bengal Province, Chota Nagpur, the Central Province, Madras Province and the Garjat Mahals of Feudatory States of Orissa. However, the maritime importance of Orissa motivated the East India Company to try to reorganise its administration immediately after their possession. Instead of the traditional system they adopted a new system of administration prevalent in Bengal by that time. Therefore, the early years of the British occupation brought about disastrous changes in the economic and social life of the people.³ All these ultimately led to the Paik Rebellion of 1817 which though unsuccessful, brought to the forefront the miseries suffered by the Oriyas.

But all was in vain and nothing remarkable was carried on by the Government. The Oriyas continued to suffer and the condition of Orissa became deplorable towards the end of the Company's rule which ended with the Revolt of 1857.

Orissa under the British Crown

With the end of the Company's rule power was transferred to the British Crown in 1858. In fact though power

3 Ibid., vol. II, p. 396.

was transferred to the crown the nature and content of administration did not change, rather it became like old wine in new bottle. Government continued the legacies of the old system and it resulted in the deadly Na-anka Famine of 1866, which was again followed by a terrible flood. The poor Oriyas had to suffer all those miseries owing to lack of public enlightenment. This made Orissa even more backward than other contemporary provinces.

But why did the Oriyas suffer so remarkably due to the natural calamities of 1866? Many factors can be listed here which were responsible for their miseries like, the unsympathetic attitude of the British Government, the apathy of the landlords, poverty and backwardness of the people, etc. All these factors made the crisis of 1866 more aggravated. However, this famine became a turning point in the history of Orissa. Only after that, Government paid more attention to overcome those shortcomings.

It will not be fair to say that the Government was not aware of all those backwardness of Orissa, rather it was remaining passive in its policy towards Orissa. After this great havoc of 1866 it became more sympathetic towards the people of Orissa. Therefore, it has been said that the foundation of modern Orissa is to be traced back to the first half of the Crown's rule.⁴

4 J.K. Samal, Administrative History of Orissa : 1866-1912, p. 193.

With all such adverse situations Orissa continued to remain as an appendage of Bengal till the separation of Bengal and creation of the new province of Bihar and Orissa in 1912. From then onwards she remained with Bihar for another 14 years till she became the first linguistic province of British India in 1936. Therefore, by 1947 Orissa was one of the few autonomous states of India.

Though the Oriyas remained scattered under different provinces throughout the nineteenth century, at that time Orissa only referred to the three important coastal districts of Cuttack, Puri and Balasore. With the addition of Sambalpur in 1905 followed by two more districts, by 1936 when she became autonomous, consisted of six districts like, Cuttack, Puri, Balasore, Sambalpur, Ganjam and Koraput. Angul was a non-regulation district of Orissa in the twentieth century.

This was the condition of Orissa till 1947.

II

Education in Orissa

Education as such is an economic necessity. Every paisa spent on the education of the child is an investment on man, a more worthy investment than any of its kind. Besides many a good things, it also helps the child to take

part actively in nation building. But education as such is very broad in its scope and has a wider connotation extending from formal to informal type. Therefore, this dissertation will confine itself totally to the formal system of education and will mainly deal with primary, secondary and higher education in Orissa and its impact on the society.

Like other provinces of India, education in Orissa also started in the ashrams of Rishis, where literary as well as religious instruction had been imparted by Gurus. Gradually pathasalas (primary education institutions) and tols (centres of higher education) for Hindu students and maktabs (primary education institutions) and madrassahs (centres of higher education) for Muslim students were established. But then it was limited to a few members of the society and was totally different in its aim and method than the modern education.

When the British occupied Orissa in 1803, there existed a few indigenous schools where vernacular instruction was being imparted. But why did Orissa remain neglected in case of education till the advent of British? External aggression might be the cause behind this neglected condition of education in Orissa. Because up to 1568 Orissa had a good political scene, economic prosperity and social upliftment. Thereafter when she became the victim of

the foreign rulers, her people suffered a lot as those rulers neither had any time nor any interest for social upliftment in Orissa.

Then came the British, the father of modern education in India. They started western education in Orissa, also for the first time as they were doing in other places. Still, Orissa lagged behind other provinces in education even during the British period. Besides several factors like natural calamities, economic stringency and public apathy towards modern education etc., negligence and partiality of the Company's Government cannot be ruled out here as one of the causes responsible for her backwardness in education. That is why statistics show that by 1857, there were in all 29 schools with 986 pupil⁵ in Orissa. Thus on the eve of the transfer of power to the Crown in 1858, education of Orissa was in an extremely backward condition, more backward than in any other division of Bengal.⁶

By the year 1803 there were many indigenous primary schools in Orissa managed by private bodies, in which scope of education was limited to the 3R's. Then the

5 Quoted in J.K. Samal, Orissa Under the British Crown : 1858-1905, pp. 239-40.

6 Ibid.

missionaries opened a few schools for the first time. The Government only followed them haphazardly. But the state of primary education was not satisfactory in Orissa as late as 1854, when the Education Despatch was sent by the Court of Directors to India. Only thereafter a few steps were taken for the improvement of mass education. However, the condition could not be bettered by 1857 and the number of schools could be counted on finger tips by that time.

Secondary education in Orissa was never in any better condition than that of the primary education. As such this education is quite delayed as late as 1830. Therefore, by 1857-58 there were only three Zilla Schools with 203 pupil and one Anglo-vernacular school with 41 pupil in all.⁷

Higher education in its modern term of collegiate education was completely absent in Orissa by that time. Only a few Tols were there for higher studies which were ancient in origin and were totally indigenous in nature. They imparted higher Sanskrit Philosophies to desirous pupil. Thus, till 1857 collegiate education was not at all there in Orissa.

7 General Report on Public Instruction (Bengal), 1858-59.

In brief it can be said that the condition of education in Orissa by the year 1857 was far from satisfactory both from qualitative as well as quantitative point of view. She remained in a backward condition, in all aspects, till up to that time. Whatever improvement and progress had been made in Orissa was started only after 1866. Hence, this study deals with a crucial period and highlights the reformatory steps taken up by the British Government for the development of education in Orissa within that period.

The main objectives of this study are to examine in detail the progress of education in Orissa, its impact on the political, social and economic aspects of the people of Orissa and vice versa during the period when Orissa was under the British Crown, i.e. from 1858 to 1947. This study will mainly deal with the progress of primary, secondary and higher education in Orissa and their impact on the then society. A detailed examination of the objectives of this study would however reveal the factors responsible for the poor condition of education in Orissa. In other words, this study would give a clear picture of the background of the present educational system of Orissa.

III

It is true that a number of studies have been made on history of Orissa, but only a few of them have dealt with

the development of education during the period taken up for this dissertation. The works of Dr K.M. Patra (1971), K.C. Jena (1978), P.K. Mishra (1979) and P.C. Panda (1984) have dealt with the administration of Orissa under the British but not much light has been thrown on education of Orissa, still little on the social conditions in the society.

However, the work of Dr J.K. Samal "Orissa under the British Crown : 1858-1905" (1977) and "History of Education in Orissa : 1905-1936" (1984) and the unpublished thesis of B.N. Rath (1958), "Development of Education under the British: 1803-1946" are critical and comprehensive studies of education in Orissa from 1803 to 1946. But these works as their titles suggest are straightforward narrative of the development of education and have not highlighted or accounted for the changes in the society as its impact. However, there is no dearth of materials to fill in the gaps in the existing works as far as possible with the help of Educational Reports, Records and Newspapers and a host of similar sources as well as important secondary works in the field.⁸

In this dissertation, the second chapter deals with the progress of primary education; the third chapter

8 For details see Bibliography.

deals with the progress of secondary education; and the fourth chapter deals with the progress of higher education. In all these chapters a detailed account of the growth of education has been given, besides a brief past of each education. Apart from that, the factors responsible for the slow progress of education have been highlighted. The fifth chapter deals with the impact of education on the then society. Here various aspects like political, social and economic fields have been dealt with in correlation with the progress of education. And finally, the conclusion summarizes the findings of the study already made in this dissertation on the progress of education, in Orissa, during the period.

Thus an attempt has been made to bring out some important aspects of the educational system of Orissa, by an indepth analysis of the available sources of information, which have hitherto received little or no attention.

CHAPTER 2

PRIMARY EDUCATION

Primary education, the massive super-structure of education, can never be neglected as child starts education through this only. Throughout the years the Government has tried its best to spend much time and money for the spread as well as development of this education. Besides, our constitution also provides for free and compulsory universal elementary education (primary education). Today it is rightly held that even the ordinary labourer or the artisan should receive primary education, for it enables him to utilise his spare time in reading useful literature which increases his knowledge, widens his outlook and makes him a more useful and intelligent member of the society.¹ Thus, primary education has got a key-position in the general framework of education.

In India, education in general and elementary education in particular is quite ancient in its origin. Since time immemorial the 'Gurus'² used to impart the disciples,

1 A.S. Altekar, Education in Ancient India, p. 173.

2 The Gurus were usually Brahmins, as education in the then society was only limited to them.

though very few in number, professional as well as religious instructions. Those institutions were known as the Pathasalas. However, what the boys and girls were taught in their early school stage was not how to read and write the Vedic Mantras (Verses) but how to pronounce them properly.³ During those days the Hindu pupil got their elementary education in the Pathasalas, while the Muslims got it in Maktab.⁴ Later with the introduction of reading and writing primary education remained confined to the preliminary stage of Sanskrit education, but with the introduction of vernaculars it became vernacular education and developed a self-contained course.⁵ This was also the case of Orissa though she lagged behind in education till the advent of the British.

Probably the external aggression, which became virulent as early as the 16th century, was the main cause of such backwardness. Those invaders remained busy with collecting some revenues from Orissa and left education singularly neglected. That is why Orissa suffered a lot in the field of education, till the British occupied it and annexed it to Bengal in the year 1803.

3 A.S. Altekar, op. cit., p. 175.

4 The term 'Maktab' is derived from an Arabic term and it means a place where writing is taught. P.L. Rawat, History of Indian Education, p. 89.

5 A.S. Altekar, op. cit., p. 184.

Primary Education in Orissa up to 1857

When the British came to Orissa here and there existed a few vernacular indigenous schools which were certainly quite below the standard prescribed by the then Education Department. Describing the condition of primary education William Hunter has remarked: "Here and there indeed a Pandit taught a few lads Sanskrit in a corner of some rich landlord's Mansion, and the larger villages had a sort of hedge-school, where half-a-dozen boys squatted with the Master on the ground, forming the alphabet in the dust, and repeating the multiplication table in a parrot like sing-song." Thus at the advent of the British, there existed many indigenous schools managed privately and the scope was limited to the three R's. Still then, the British Government did nothing for the spread of primary education in this far off province as late as 1838 A.D.

Meanwhile the British missionaries, for the first time, opened a few schools in Orissa in 1823 A.D.⁶ They established the first English school, created funds to encourage local Oriya schools, made attempts to print new text books both in Oriya and English, but were unable to

6 In fact the missionaries were the pioneer in regard to the establishment of schools, but their main aim was Proselytization.

produce an educated middle class in Orissa. Lower standard of education, economic problems of the students, fear of conversion and the conservative nature of the people stood as barrier to their educational developments. Therefore, the programme of educational expansion was quite unsatisfactory till 1835 A.D.

On the other hand, the Government after 1838 A.D., for the first time, tried to bring the village Pathshalas under a prescribed standard and to maintain them. Besides, the Government also tried to open a few schools here and there, half-heartedly, though it relied on the Downward Filtration Theory⁷ till 1854. But this went quite contrary to the progress of primary education in Orissa as the funds available for it were too small. Due to this, by 1854 the number of schools directly managed by the Government in Orissa was only 3 English and 8 Vernacular Schools.⁸

Though the real effort to spread primary education began after the Wood's Despatch of 1854, the Report of the Inspector of Schools, South-West Bengal, 1857-58, shows that there were only 16 Vernacular Schools in the entire province

7 This was a process of educating the masses, in which students of the upper strata of the society, i.e. the Brahmins, the rich people, were taught with a hope that education would descend from them to the general people.

8 K.M. Patra, Orissa under the East India Company, p. 321.

besides the 3 English Schools,⁹ by that time. This slow progress nevertheless meant that the Oriyas were as such opposed to education, rather it showed their inclination towards their indigenous schools, i.e. the 'Mathas' and the 'Pathasalas'. But the vernacular schools did not get adequate public sympathy as they were not the places where boys could be prepared for any employment.¹⁰ By that time English education had become the bare necessity for any 'black-coated' job. Therefore, the public gradually supported the demand for the spread of English education in Orissa and this ultimately caused the failure of two indigenous systems, viz., the Hardinge Schools and Tahasildari Schools.

Thus here it can be concluded in brief that the condition of primary education in Orissa till 1857, when power was transferred to the Crown, was not remarkable. Even the Wood's Despatch had no immediate influence on the growth and development of this education.

9 Vernacular schools were totally indigenous in nature, while the English schools were established by the British and besides other subjects English was also taught there.

10 Progress of Education in Bengal, 1852-55.

Progress of Primary Education up to 1912

It can be inferred from the statistics that the progress of primary education towards the end of the 19th century was more or less satisfactory. Here one question strikes to mind that how did Orissa recover from that poor condition of primary education? Most probably, the impact of the Renaissance can be held responsible for this upliftment in the field of primary education. As the spread of English education brought the people in contact with the Western ideas, beliefs etc., it made them aware of their own condition.¹¹ The disastrous famine of 1866 also drew the attention of the Government towards the neglected condition of education in Orissa. All these resulted in the acceptance of some of the recommendations of the then school inspectors by the Government. That famine also broke down the caste-barriers prevalent among the orthodox Hindus and indirectly contributed to the progress of education of the masses.

Steps taken by the Government for the Spread of Primary Education in Orissa

After that the Provincial Government tried out several schemes, one after another, for the improvement of primary education in Orissa on experimental basis. They were as follows:

11 For details see Chapter IV.

1. Village Pathasala System

After inspecting the condition of the existing Pathasalas the School Inspector, South-West Division, R.L. Martin, recommended in 1867 for the adoption of the Village Pathasala Scheme of Babu Bhudeb Mukherjee, also called Normal School System,¹² which aimed at the improvement of the quality of instruction of indigenous schools by training their teachers. He also suggested the establishment of a Normal School for the purpose of training the teachers of elementary village schools of Orissa.¹³ Accordingly, the Cuttack Training School¹⁴ was recognised in 1869. This school was expected to help those who totally relied on the 'abadhans'¹⁵ of the village schools for their education.¹⁶

But this system did not yield much till 1872, though it aimed at qualitative improvement of the Pathasalas, when Sir George Campbell, the Lt. Governor took up the problem of primary education in his hand.

12 Quoted in J.K. Samal, Orissa under the British Crown: 1858-1905, pp. 244-45.

13 Ibid.

14 This school was opened previously in 1863 for the training of elementary village school teachers.

15 The teachers of the Pathasalas were known as 'abadhans' in villages.

16 General Report on Public Instruction (Bengal), 1868-69, p. 115.

2. Campbell's Scheme

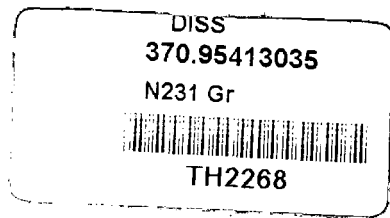
Campbell tried his best to establish a good and effective system of primary education. His scheme had the following characteristics:¹⁷

(a) It remodelled the entire system of primary education; (b) the money granted for education was to be given as grant-in-aid to 'men of purely indigenous school master class', who would keep up a school and submit that to inspection and examination; (c) created primary school scholarship;¹⁸ (d) it placed the administration of the primary schools in the hands of the District Magistrate and Sub-Divisional Officers for the better use of the new primary school grant; (e) it also recommended for the establishment of Normal Schools for the training of primary school teachers.

As per those recommendations some steps were taken by the Government. In 1873 a Joint Inspector of Schools had been provided to Orissa. In spite of opposition from the public, in 1872 out of 4,364 Pathasalas only 182 with

17 Quoted in J.K. Samal, op. cit., pp. 246-49.

18 Prior to that scholarships were given only to those students who did well at the minor school examination and at the university examination. But there was no scholarship for the students of the primary schools (Pathasalas).



1,710 pupil were subsidized, which figured to 868 schools with 16,436 pupil in 1875.¹⁹

Though this system was a great success still then, as the villagers became reluctant to pay fees to those Gurus who received aid from the Government and as it aimed at quantity instead of quality, the Government was forced to adopt a new scheme called the "Midnapur System" or the "system of payment-by-result", for the progress of primary education in Orissa.

3. Midnapur System

In March 1877, the Midnapur System of dealing with primary education was introduced into Balasore district and in November 1877 into Cuttack district.²⁰ This was a system of giving aid to the schools on the basis of students' performances at formal examinations.²¹ Basing on the students' results both the teachers and the students were rewarded at the end. This system also proved to be a success as the number of primary schools as well as students increased thereafter. By 1880, there were 5,464 aided primaries with 61,654 pupil in Orissa and unaided schools were 1,272 with

19 Quoted in J.K. Samal, op. cit., pp. 251-52.

20 General Administration Report of the Orissa Division, 1876-77, para 103.

21 For details in this regard refer to J.K. Samal, op. cit.

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12,891 pupil.²²

Other Steps taken by the Government

In addition to the above steps, a few other steps were also adopted by the Government with a view to enhance the qualitative as well as quantitative growth of primary education in Orissa. For the inspection of primary schools Chief Gurus were appointed in 1879 followed by the adoption of the Inspecting Pandit System in the next year.²³

Besides, for the training of primary school teachers, a training class was opened at Angul in July 1883 and proposals were made for the expansion of this programme to Dhenkanal and Mayurbhanj later on.²⁴

Then the Government classified the primary schools as follows:

From 1881, the Lower Vernacular Schools were designated as "Upper Primary Schools" (UP Schools) and the "Primary Schools" of previous years automatically became the "Lower Primary Schools" (LR Schools).²⁵ By 1881, there were 7,621 LR Schools with 86,395 students and there were

22 Quoted in ibid., p. 255.

23 Annual General Administration Reports of the Orissa Division, 1879-80; 1880-81.

24 General Report on Public Instruction (Bengal), 1883-84, p. 109.

25 Henceforward primary education comprised of both the upper primaries as well as the lower primaries.

149 UR. Schools with 3,757 pupil.²⁶

Despite of all the above steps taken up by the Government the progress of primary education in Orissa was quite low by 1882. By that time, in a total population of 3,571,000 only 90,176 attended the primary schools.²⁷ However by 1882, the state system of primary education was firmly established, a large number of indigenous schools were brought under state control, the whole organisation was put on a sound basis coordinating the UR and the LP schools, the scholarships and the payment-by-results system became attractive and brought in a healthy spirit of competition among the schools, and the teachers became more interested in their work.²⁸

The Hunter Commission

Meanwhile the Viceroy of India appointed the Education Commission of 1882, under the Presidentship of W.W. Hunter, to review the effect of the Despatch of 1854. This Commission gave its recommendations on the following

26 Quoted in J.K. Samal, op. cit., p. 259.

27 Progress of Education (Bengal), 1881-82, p. 78.

28 Unpublished M.A. Thesis of B.N. Rath, Development of Education in Orissa under the British : 1803-1946.

heads like, finance, policy, encouragement of indigenous schools, legislation and school administration. Besides, it recommended that "primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university."²⁹

Thereafter measures were taken to improve and consolidate primary education. Courses of studies was revised; use of printed books was made obligatory; management of the primary schools became the responsibility of the local bodies etc.

After all these steps were taken up by the Government a remarkable change was marked in the number of primary schools as well as the students receiving that education. Both the numbers increased all at a sudden and by 1885-86, there were in all 9,345 primary schools with 120,104 pupil in them.³⁰

For the benefit of day labourers, mechanics etc., some Night Schools were opened where they could get their

29 Report of the Indian Education Commission, 1882,
p. 586. For details in this regard see the Hunter
Commission Report, 1882.

30 Annual General Administration Report of the Orissa
Division, 1885-86, p. 49.

education in their free time. By 1884, Cuttack had 72 Night Schools, and Puri had 14, with an aggregate attendance of 1,422 pupil.³¹ But later on this system did not work well.

The Government also adopted a new system to train the children of tender age, i.e. the "Kindergarten System". It was introduced in Orissa in 1902 and for that purpose teacher training schools were also sanctioned.

But in regards to the girls' education the Government remained indifferent during this period. Though a Girls' School was established as early as 1871, by 1881 there were only 25 pupil out of which only 4 were Oriyas. From the Annual Report on Education in Orissa, 1881-82, it is clear that "even in 1881 the highest standard which the Girls' Schools have reached in Orissa is the Lower Vernacular Scholarship standard". In this way, by 1900 the mass literacy was hardly better than the previous years.

Then the "Payment-by-results" system was replaced by the system of "payment for efficiency".³² But the cost of primary education also increased gradually as follows:³³

31 Ibid., 1884-85, p. 46.

32 Progress of Education (Bengal), 1902-07, p. 54.

33 Ibid., p. 51.

Cost of Education per Pupil

<u>1901-02</u>	<u>1906-07</u>
Rs. 2-5	Rs. 2-7

However, this condition improved slowly but steadily. Therefore, while there were 6,075 primary schools in Orissa by 1904-05, it rose to 7,321 in 1912. And the percentage of children at school to children of school-going age in 1911-1912 was 24.2 per cent³⁴ only, whereas the corresponding figure for 1900-01 was 19.6 per cent.

Various reasons might be held responsible for this unsatisfactory progress of primary education in Orissa,³⁵ during this period. The conservatism of the people, lack of adequate primary school teachers as well as female teachers, amalgamation and consolidation of some of the existing schools on the basis of efficiency, financial problem of the parents, lack of printed text books, lack of Government aid, natural calamities etc., were some of those reasons. The Government had shown direct interest in the field of primary education from the beginning. But in regards to financial grant the Provincial Government was doing partiality towards Orissa. Therefore, while lacs and lacs

34 Quinquennial Review of Bihar and Orissa, 1912-17, p. 1.

35 For details in this regard see Chapter VI.

of rupees were spent for the expansion of primary education in Bengal and Bihar, Orissa remained neglected.

This was the condition of primary education in Orissa on the eve of the separation of Bengal from Bihar and Orissa.

Primary Education up to 1936

After the creation of the Province of Bihar and Orissa in 1912, the Legislative Council of this province appointed a Primary Education Committee to examine the problem of the development, improvement and organisation of primary education in 1914, and a Bill was introduced for free and compulsory education in this province. The Primary Education Act of 1919 made it compulsory in the province. The District Boards drew up programmes accordingly, for the expansion of primary education. But poor financial condition of the Boards was a great barrier to bear that cost of compulsion which delayed the expansion of primary education till 1925.

The free and compulsory primary education programme was first introduced in 1921 in Ranchi and later in Banki area of Cuttack district in 1923, but not to any other part of Orissa.³⁶ By March 1921, only 4.21 per cent of the male

³⁶ Report on the Progress of Education in Bihar and Orissa, 1923-24, para 64.

and 0.65 per cent of the female or 2.43 per cent of the total population of the province of Bihar and Orissa were under instruction in both public and private educational institutions.³⁷ This forced the Government to approve a revised programme of expansion and improvement of primary education in 1928.

The new programme was designed to provide elementary education for eighty per cent of the boys, but it bore no fruit. Meanwhile, the Hartog Committee was appointed to review the whole situation of education in 1929.

The following table would show the existing situation of primary schools in the 1920s.

Table No. 1

Number of Primary Schools and Pupil in Orissa
Division, 1920-30 (38)

<u>Year</u>	<u>Number of managed, aided, unaided and stipendary primary schools</u>	<u>Number of Pupil</u>
1	2	3
1920-21	6,253	1,68,349
1921-22	6,327	1,68,776
		-/-

37 At that time in British India, 5.6 per cent of the male and 1.2 per cent of the female population was under instruction in educational institutions. This shows the lower percentage of literacy in the Bihar and Orissa Province. Quoted in J.K. Samal, History of Education in Orissa : 1905-36, p. 16.

38 Reports on the Progress of Education in Bihar and Orissa, from 1922-23 to 1929-30.

Table 1 contd.

1	2	3
1922-23	6,293	1,68,821
1923-24	6,342	1,69,376
1924-25	6,262	1,75,174
1925-26	6,137	1,74,519
1926-27	6,033	1,78,700
1927-28	5,862	1,77,525
1928-29	5,842	1,77,444
1929-30	5,849	1,76,121

According to the recommendations of the Hartog Committee, the Government of Bihar and Orissa appointed a Committee in 1931, to consider the comparative failure of the general primary education system of the Province.³⁹ Despite of a fall in the number of institutions from 7,321 in 1912 to 5,849, in 1929-30 the number of students increased slowly. This continued till 1936 as follows:

³⁹ Ibid., 1927-32, p. 54.

Table No. 2
Number of Primary Schools and Pupil in Orissa
Division, 1930-36 (40)

Year	Number of managed, aided, unaided and stipendary primary schools	Number of Pupil
1930-31	5,765	1,74,478
1932-33	5,261	1,61,504
1933-34	4,894	1,56,182
1934-35	4,950	1,64,595
1935-36	4,863	1,71,589

By that time the Government was managing a few schools while the majority was done by the local bodies. Still then, the Government was unable to provide regular payments to the teachers of primary schools. Therefore, the irregularities marked in the field of primary education during this period can be accounted as follows:

- (1) The flood which occurred in 1920 forced many parents not to send their wards to schools.
- (2) The financial difficulties were always there.
- (3) There was "no careful adjustment of plans to

40 Ibid., from 1930-31 to 1935-36.

actual circumstances".⁴¹

- (4) The Government did not take any encouraging steps to overcome the disasters,⁴² which hampered the growth of primary education.
- (5) Irregular payments to teachers also hindered the progress of primary education.
- (6) Limited resources and lack of adequate facilities also contributed to that.

However, during this period the curriculum (syllabus) was revised several times in order to achieve the objectives aimed at the Resolution of 1901.⁴³ Besides that, much emphasis was given on vocational education and accordingly introduction of spinning by the charkha in all public schools was adopted in the Legislative Council of Bihar and Orissa in 1923. But, spinning lost its popularity with the passage of time. According to the Report of Auxiliary Committee of the Indian Statutory

41 Report of the Hartog Committee, 1929, p. 36.

42 Samaj, 24 July 1920 and 9 August 1920.

43 This Resolution mainly aimed at assisting both boys and girls of Public Elementary Schools according to their different needs to fit themselves practically as well as intellectually for the work of life. For details in this regard see J.K. Samal, History of Education in Orissa : 1905-36.

Commission, the curriculum was revised once again and the new syllabus was introduced in January 1935, with a hope that it would prove an important step in the advance to wipe out illiteracy.⁴⁴

This was the situation of primary education on the eve of the creation of the new province of Orissa.

Progress of Primary Education in Orissa after 1936

With Orissa becoming autonomous in 1936, the natural expectation was that thereafter Orissa would have progressed a lot in the field of education under its own state Government. But statistical figures represent a contrast picture than this expectation. Then why did this happen? Among those factors responsible for this discrepancy the following was the major cause. After Orissa became autonomous, the first and the foremost problem that consumed much time and energy of the Government was the problem of unification of courses and the adoption of a common syllabus for the entire province in the field of primary education. And this became possible only in 1943. Therefore, no immediate outcome was marked during this period.

44 Quoted in ibid., p. 36.

Regarding girls' primary education it can be said here that though the number of girls' schools as well as the students attending them was not outstanding, still then it was in a much advance step than the initial years. The provision of co-education made primary education more popular among the girls, and girls in large number received education in boys' schools than in the schools exclusively meant for them. In the absence of adequate female teachers and due to financial problems the Government also found it easier to educate girls in mixed schools at less expenditure. The Primary Education Committee of 1931 also suggested for the encouragement of co-education. Therefore, by 1936 there were 12,319 girls in boys' primary schools. Besides, while there were 329 girls' primary schools with 23,935 pupil in them by 1912, the number increased to 449 schools with 36,988 pupil and it stood at 380 and 12,280 respectively by 1936.⁴⁵

However, the number of primary schools increased suddenly after 1936 along with the student strength due to the addition of some more districts to the province of Orissa.

45 Quoted in ibid., pp. 124-27.

Table No. 3

Total Number of Primary Schools and the Pupil
in them in Orissa, 1936-1941 (46)

Year	Number of Primary schools			Number of Students		
	Boys	Girls	Total	Boys	Girls(47)	Total
1936-37	7,147	422	7,569	-	-	279,924
1937-38	7,128	429	7,557	225,694	56,121	281,815
1938-39	7,140	412	7,552	229,024	57,900	286,924
1939-40	7,118	407	7,525	233,137	61,388	294,525
1940-41	6,998	385	7,383	229,076	62,131	291,207

By that time, besides the usual primary schools, there were also other primary institutions like the Primary Urdu Schools and Primary Sanskrit Schools. However the decrease in the number of primary schools was due to the closing down of insufficient, superfluous and uneconomical primary schools which were scarcely serving any useful purpose. Some of these schools were abolished, some amalgamated with other schools and some unaided schools were closed.

46 Progress of Education, Orissa, from 1936-37 to 1940-41, also Statistical Abstract, India, from 1937-38 to 1940-41.

47 This number includes all the girls receiving primary education both in boys' schools as well as in girls' schools.

The number of UP Schools and LP Schools during this period can be shown as follows:

Table No. 4

Number of UP and LP Schools in Orissa
along with the student strength, 1936-41(48)

Year	Number of Schools			Number of Pupil		
	Boys	Girls	Total	Boys	Girls	Total
1936-37	UP 2,065	93	2,158	102,882	5,012	107,894
	LP 5,081	328	5,409	161,518	10,303	171,821
1937-38	UP 2,315	100	2,415	97,380	5,260	102,640
	LP 4,812	328	5,140	168,394	10,573	178,967
1938-39	UP 2,335	104	2,439	108,848	5,492	114,340
	LP 4,804	307	5,111	161,922	10,439	172,361
1939-40	UP 2,424	127	2,551	114,592	6,692	121,284
	LP 4,623	280	4,903	163,230	9,949	173,179
1940-41	UP 2,432	130	2,562	114,959	7,112	122,071
	LP 4,565	255	4,820	160,140	8,938	169,078

Along with the facilities available in the primary schools and due to the increase in the number of schools as well as students the direct expenditure on primary education also increased throughout these years.

Table No. 5

Direct Expenditure of the Primary Schools
of Orissa, 1936-40 (49)

<u>Year</u>	<u>Direct Expenditure</u>
1936-37	16,02,249
1937-38	15,08,465
1938-39	16,35,239
1939-40	15,87,353

Another new move in connection with the literacy drive in Orissa was the starting of the Basic Schools at Bari.⁵⁰

It is clear that unlike secondary and higher education the Government was taking keen interest in the field of primary education of boys as well as girls. And steps were taken accordingly for the qualitative as well as quantitative growth of primary education in Orissa. The new State Government was enthusiastic from the beginning for the spread of primary education among masses. But while in 1936-37 the total number of scholars to total population was 4.12 per cent, this decreased to 3.63 per cent by 1944.⁵¹

49 Ibid., from 1936-37 to 1939-40.

50 Ibid., 1939-40, p. 32.

51 Ibid., 1936-37, p. 1; 1943-44, part II.

This fall is probably due to the fact that although the population of the province increased between 1931 and 1941 from 80,21,117 to 87,28,544, primary education could not expand appropriately to cope with the increase in population.⁵² The following table will show the condition of primary education in Orissa up to 1947:

Table No. 6

Number of Primary Schools in Orissa as well as
the number of Pupil, 1941-47 (54)

Year	Number of Primary Schools			Number of Pupil		
	Boys	Girls	Total	Boys	Girls ⁵³	Total
1941-42	6,731	374	7,105	221,021	62,512	283,533
1942-43	6,680	281	6,961	209,635	63,626	273,261
1943-44	6,534	265	6,799	194,554	61,746	256,300
1944-45	6,368	225	6,593	183,296	56,988	240,284
1945-46	6,298	216	6,514	179,216	58,497	237,713
1946-47	6,409	206	6,615	185,914	64,156	250,070

This shows that there was a gradual decrease in the number of primary schools throughout this period, while

52 B.N. Rath, op. cit., p. 168.

53 Same as in footnote 47.

54 Progress of Education (Orissa), from 1941-42 to 1946-47.

the number of students observed a mixed result. Therefore, while there were 7,569 primary schools with 279,715 students in 1936-37, it stood at 7,383 and 291,207 in 1940-41 and 6,615 and 250,070 respectively in 1946-47. The causes behind this were as varied as follows:

- (1) Financial problems of both the Government and the parents due to the world-wide economic depression of the 1930s.
- (2) Natural calamities like flood, cyclone etc.
- (3) Political disturbances of the new Government.
- (4) The outbreak of the Second World War during this period.
- (5) Cost of primary education per head gradually increased.
- (6) Elimination of some nominal schools without any student on the roll and closing down of un-aided schools due to financial stringency in course of time.⁵⁵
- (7) Poverty, apathy, distinction of caste and creed, ill-distributed and scattered schools also created some problems.

55 Census of India, 1951, vol. IX, part -I (Orissa),
p. 403.

So this was the condition of primary education in Orissa on the eve of the independence of India. Here two factors can be cited as the major loopholes of this setback of the primary education programme after the 1930s.

- (a) The world-wide economic depression cut short the educational expenditure; and
- (b) The problem of wastage and stagnation, as had been rightly pointed out by the Hartog Committee.

Out of these two factors the problem of wastage and stagnation has always posed a grave problem to the expansion of mass literacy.

Wastage and Stagnation

This was one of the serious problems which hampered the growth of primary education in Orissa. It was observed that pupil in large numbers were withdrawn even before the completion of the infant classes, which indirectly caused huge wastage of money and effort and led to stagnation in the development of primary education. The Auxiliary Committee on education, of the Indian Statutory Commission, had opined that although large sums were spent on education, a good deal of wastage and ineffectiveness had occurred particularly in the primary system, so it should be reduced.

The following figures clearly show the problem of Wastage and Stagnation in case of primary education.

Table No 7

Wastage and Stagnation in Primary Education
in Orissa by 1940-41 (56)

Number of boys in				Proportion of boys in	
1937-38	1938-39	1939-40	1940-41	1937-38	1940-41
Infant Class	Class-I	Class-II	Class III	Infant Class	Class -III
52,865	37,154	31,053	23,505	100	44

From the above table it can be marked clearly that before the completion of Class III, the number of students has decreased to more than half of the students enrolled in the Infant Class. A number of factors were responsible for this acute problem. Ineffective teaching, single teacher school, irregular attendance, advanced age of schooling, retention of the paying pupil, lack of demand for real education among the agricultural population etc., were some of those major reasons.

The irregular attendance of the pupil was occasioned not only by the casual utilisation of the services of the boys

by their parents in agriculture but also by the unattractiveness of the school.⁵⁷

Single teacher school was the most important factor which caused unsatisfactory results. By 1936-37, there were 55 per cent single teacher primary schools which caused wastage.⁵⁸

To avoid this problem and to enhance the progress of primary education several measures were adopted by the Government. A scheme for reorganising Elementary Training Schools was taken up, number of teachers increased, admission was limited to the first two months of the academic session, the possible age limit for new entrants to Primary Schools was fixed between the age of 5 and 6, new syllabus was introduced from 1935, the post of Special Officer was revived in 1933 to deal with primary education, quality of supervision was also increased.

In spite of all that the problem of wastage and stagnation in primary education continued though a little diminished. Therefore, though the number of single teacher school gradually decreased this problem was very much there by 1947.

57 Quoted in ibid., p. 11. For details in this regard see ibid.

58 Progress of Education (Orissa), 1936-37, p. 25.

Table No. 8

Number of Single Teacher Primary Schools
in Orissa, 1943-47 (59)

Year	Number of single teacher Primary Schools
1943-44	3,819
1944-45	3,675
1945-46	3,571
1946-47	3,351

Conclusion

Primary education in Orissa passed under several phases till 1947. As everywhere in India, it is also ancient in its origin in Orissa. The Oriyas used to get their elementary education in the Pathasalas till the opening of a few schools by the British Government and the missionaries in the 1820s.

Till 1857 primary education in Orissa was at its infancy. Then the real expansion in this field took place till 1882. But from 1882 to the end of the nineteenth century, the expansion was stopped and instead of that more

59 Ibid., from 1943-44 to 1946-47.

emphasis was given on consolidation. From 1900 onwards consolidation took place in the shape of quality.

Though the Government neglected Orissa at the beginning, later on it adopted several measures and tried out various schemes for the growth and development of primary education of both the boys as well as girls. Much emphasis was also given to the spread of primary education among girls. Co-education was encouraged and it was found interestingly that the number of girls in the boys' schools was much more than in the girls' schools. Therefore, by 1946-47, while there were only 9,283 girls in the primary schools meant for girls, there were 55,647 girls in boys' primary schools.⁶⁰ Again, after 1936 the new Government of Orissa tried its best for the spread of mass education and eradication of illiteracy.

However, in spite of all these endeavours the net outcome in the field of primary education was not satisfactory. Irregularities in the number of primary schools as well as in that of the students was always marked throughout the years.

Poverty, apathy, distinctions of caste and creed, the backwardness of large tracts, lack of trained and sufficient number of teachers, non-availability of printed

⁶⁰ Ibid., 1946-47, p. 16.

textbooks in Oriya language, political disorders, economic imbalances, natural disasters etc. were the major causes which retarded the growth of primary education in Orissa. Besides, the problem of wastage and stagnation was the main impediment to the progress of primary education.

Therefore, though the Government took several beneficiary measures as landmarks in the field of primary education, the number of schools showed a decrease most of the times. But the number of pupil besides a decrease for some years has shown an upward trend most of the time. However, in conclusion it can be said that though primary education in Orissa has progressed a little in terms of the number of schools as well as the number of students, by 1947 the condition was not satisfactory, it has not been able to eradicate mass illiteracy and much was left there to be done for the spread of primary education among the people.

CHAPTER 3

SECONDARY EDUCATION

Secondary education, the mid-way between primary or elementary and higher or collegiate education, is crucial for each and every elementary student as it prepares them to cope with their higher studies in the later future. This is a stepping stone to higher education and is generally provided in the Middle Schools as well as the High Schools.¹

The distinction between primary and secondary education was not there in the ancient days and it was not even there prior to the advent of the British. At that time, 'Pathasalas', 'Tols', 'Maktabs' and 'Madrassahs', were the only institutions where primary and higher education were imparted. Besides those centres of learning there was no other institution to impart secondary education to the people of the then society. That is why secondary education is quite delayed in Orissa as it was in India.

1 Middle Schools provide education after the completion of Primary School education whereas the High Schools impart education only after the completion of Middle School education. But both are considered as the institutions of Secondary Education.

Secondary Education in Orissa up to 1857

Secondary education with its modern aim and method of teaching was totally absent in ancient Orissa. At that time emphasis was only given either to primary education or to higher education. Even after their possession, the British Government never tried to do anything for the spread of secondary education in Orissa. Therefore, this education remained neglected for a prolonged period in Orissa.

As late as the 1820s there was not even a single institution to impart secondary education to the people of Orissa. For the first time, in the history of education in Orissa, a Vernacular School was opened at Puri only in 1835 A.D. But, this had to be closed in 1841 due to the conservative attitude of the then Brahmins, who dominated not only in the field of education but also in the society and the learning of Sanskrit was much more important to them than the learning of English. Therefore Orissa remained deprived of this opportunity once again till the 1850s. In the year of 1853 High Schools or Zilla Schools were opened in Orissa. The Report of the Inspector of Schools, South-West Bengal, 1857-58, shows that there were only 3 Zilla Schools (High Schools) at Cuttack, Puri and Balasore districts, and one Anglo-Vernacular School² at Bhadrak receiving a

² These were Middle Schools and like the Middle English Schools, English was also taught here. J.K. Samal, Orissa under the British Crown: 1858-1905, p. 269.

grant-in-aid of Rs. 30/- per month from the Government.³

In the meantime Wood's Despatch came into fore front from 1854. As per the recommendations of the Wood's Despatch, the following steps were taken up by the Bengal Government for the spread of secondary education in Orissa:—

A network of graded High Schools was established; the grant-in-aid principle became the base of development of secondary education, which was later on supplemented by the introduction of the payment-by-results system; the Government instead of direct intervention in this field only supported and aided private efforts in this regard etc.

After that several aided English Schools as well as Vernacular Schools were opened, management of the High Schools were placed in the hands of Local Committees appointed by the Government and secondary education began to progress gradually in Orissa. Thus till 1857, secondary education was in its beginning stage in Orissa.

³ Quoted in K.M. Patra, Orissa under the East India Company, p. 319.

Progress of Secondary Education up to 1912

With the aid provided by the Government the number of Secondary Schools increased gradually with the increase of students in them. While there were 3 English High Schools, 12 Middle English Schools and 39 Middle Vernacular Schools in 1872, with a total student strength of 2,527⁴ the corresponding figures increased as follows by 1874-75:

Table 1

Number of Secondary Schools and the Pupil in them
in 1874-75⁵

<u>Schools</u>	<u>Government</u>	<u>Aided</u>	<u>Unaided</u>	<u>Total</u>	<u>Pupil</u>
Middle Vernacular	15	20	4	39	1,544
Middle English	-	14	1	15	885
Higher English	3	-	-	3	494
Total				57	2,923

4 Quoted in J.K. Samal, op. cit., p. 270.

5 General Report on Public Instruction in Bengal, 1874-75, pp. 62-63.

But in the next year while the number of Middle Vernacular Schools increased, the number of students in them remained almost the same. Therefore, while the number of such schools increased to 42, the number of pupil in those schools remained at 1,541. The Middle English Schools also increased to 17 with a student strength of 1,007. This shows that the popularity of English education had mobilized the pupil towards the Middle English Schools than the Vernacular Schools.

After 1875, due to the recommendations of the Campbell's Scheme, development of secondary education became slower for a few years, as it directed more attention of the Government towards primary education at the cost of higher education. But the introduction of the payment-by-results system in 1877-78, into two of the three districts of Orissa led to a remarkable increase in the number of aided schools. This increased the number of secondary schools of Orissa as follows:

Higher English Schools	3
Aided Higher English Schools	1
Middle Vernacular Schools	12
Aided and Private Middle Vernacular Schools	25
Aided and Private Middle English Schools	16
Total	<u>57⁶</u>

6 Progress of Education in Bengal, 1877-78, p. 31.

The prospects of secondary education were further improved by the declaration made in the Government Resolution of 29 July 1878, which placed the supervision of secondary schools under the Deputy Inspectors, and it immediately resulted in the increased number of visits paid by these officers to the secondary schools.⁷

Middle Schools

At that time there were mainly two types of Middle Schools, viz., the "Middle Vernacular Schools" and the "Middle English Schools" (M.E. Schools). In the Middle English Schools, English was taught as a compulsory subject and it led to High Schools. The Middle Vernacular Schools, on the other hand, imparted Vernacular⁸ course. English was never a compulsory subject there and it was a complete course in itself.

From 1877, an important change took place regarding these Middle Schools. Thereafter all the M.E. Schools were placed on a vernacular basis.⁹ The popularity of English

7 Quoted in J.K. Samal, op. cit., p. 271.

8 Language of the people concerned.

9 That meant both in the Middle Vernacular as well as in the Middle English Schools, Vernacular was to be the Medium of instruction, textbooks were to be in the language of the people, English was to be taught merely as a language, Middle English Schools candidates should offer English as an additional subject in the Middle English School Scholarship Examination and Vernacular Schools were to be raised to the Middle English School status. Quoted in J.K. Samal, op. cit., p. 270.

learning and its practical value gradually increased the number of M.E. Schools. On the other hand, the Vernacular schools were frequented only by those who had no cheap aided 'Pathasalas' in their neighbourhood and who sought vernacular education not as an end, but as a means to enable them to prosecute English studies.¹⁰ But till 1881, all the Middle English Schools in Orissa were only aided schools while the Vernacular Schools were maintained and aided by Government.

From 1881, the Lower Vernacular Schools, where instruction was being imparted up to primary standard, but included under the secondary education, were classified as Upper Primary Schools and were shifted to Primary education.¹¹ Therefore, by 1881-82, there were 23 Middle English Schools with an aggregate of 1,411 pupil. Out of those schools 19 were aided and 4 were private schools. There were also 47 Middle Vernacular Schools, out of which 13 were maintained by the Government and the rest were aided schools.¹²

10 Progress of Education (Bengal), 1875-76, p. 53.

11 General Report on Public Instruction (Bengal), 1872-73, p. 4.

12 Progress of Education (Bengal), 1881-82, pp. 41-47.

High Schools

In the High Schools,¹³ instruction was given up to the Entrance Standard and there English was not only taught as a subject but also it was the medium of instruction. Those schools provided study for four years, after the completion of Middle School stage. At the beginning, Vernacular was the medium of instruction in the High Schools, but with strong public demands English became the medium of instruction in these schools from 1895-96.

The government managed one High School at each of the 3 districts of Orissa as model schools, and then, the aim of High School education was the spread of European knowledge. By 1881-82, the number of High Schools increased to 5, out of which 3 were maintained by the Government, one was an aided school and the rest was a private school.¹⁴ In spite of that, by that period secondary education in Orissa was in a backward condition compared to other contemporary provinces. Even, Orissa was quite behind Bengal in this field.

Only thereafter, the Education Department was created with the DPI (Director of Public Instruction) at

13 These were also called as Higher English Schools, since English was taught here.

14 Progress of Education (Bengal), 1881-82, pp. 41-47.

its head, for the management of secondary education. This poor condition of secondary education in Orissa can be accounted as follows.

Downward-filtration theory did not work well in Orissa; the grant-in-aid system failed to elicit private efforts for the spread of this education; lack of trained teachers; delay in the opening of secondary schools in Orissa etc. Besides these factors the natural calamities and financial problems were always there.

To overcome those shortcomings the Government adopted a few measures. For example, to avoid lower attendance the Government enforced regular attendance and imposed fines.¹⁵ But nothing helped to escalate the condition of secondary education in Orissa, as the Government during that period followed a policy of control and supervision in lieu of expansion.

Hunter Commission

In the meantime, the Government of India appointed a Committee to deal with the problems relating to secondary education, under the Chairmanship of W.W. Hunter in 1882.

15 Unpublished M.A. Thesis of B.N. Rath, Development of Education in Orissa under the British: 1803-1946, p. 193.

This committee mainly examined the ways and means for the expansion of secondary education and gave its recommendations accordingly.

It suggested the introduction of payment-by-results system at this stage; emphasized on teacher training; and advocated that secondary education should, as far as possible, be provided on the grant-in-aid basis and the Government should withdraw as early as possible from the direct management of the secondary schools. But the neglect of vocational courses was not able to get any attention of this commission.¹⁶

After that the Government of Bengal framed its policy for the administration of secondary education which also governed the progress of secondary education in Orissa after 1882. The demand of the Government for efficiency checked the progress of secondary schools in Orissa. For that reason, though the number of High Schools was 5 in 1881-82, it stood at 11 by 1899-1900. While the number of Middle English Schools increased from 23 to 35, the number of Vernacular Schools fell from 47 to 37.¹⁷ But the number of students showed a gradual increase as follows:

16 Hunter Commission Report, 1883, p. 596.

17 Progress of Education (Bengal), 1899-1900, p. 50.

Table 2

Number of Students in Secondary Schools in Orissa,
1892-95 (18)

School	Number of Pupil		
	1892-93	1893-94	1894-95
High	1,374	1,390	1,307
M.E.	2,145	2,344	2,249
Middle Vernacular	1,932	2,045	1,954
Total	5,451	5,779	5,510

The decline in the popularity of the Vernacular Schools led to the introduction of a new scheme in 1902 which made it compulsory for the Indian boys to be well-grounded in their mother tongue before learning English.¹⁹

Alongwith the increase of number of schools as well as the facilities available in them, the total expenditure of secondary education also increased as follows:

18 General Reports on Public Instruction in Bengal,
from 1892-93 to 1894-95.

19 Report on the Administration of Bengal Presidency,
1902-03.

Table 3

Expenditure on Secondary Education in Orissa,
1892-95 (20)

School	Total Expenditure		
	1892-93	1893-94	1894-95
High	24,803	36,630	38,074
M.E.	25,352	27,333	27,710
Middle Vernacular	17,865	18,647	18,901
Total	68,020	82,610	84,685

However, the recommendations of the Hunter Commission were not carried out immediately in Orissa. Though the diversification of courses, as suggested by the Commission, was tried out in Bengal, it was not carried on in Orissa till 1900.²¹ Thus regardless of the steps taken by the Government, secondary education was quite deplorable in Orissa by 1905. At that time, there were only 12 High Schools with 2,394 pupil and 82 Middle Schools with 4,244 pupil.²²

20 General Report on Public Administration in Bengal, 1892-95, Subsidiary Tables VIII, XXVII.

21 B.N. Rath, op. cit., p. 210.

22 Quinquennial Administration Report (Orissa), 1900-01 - 1904-05, paras 182-83.

But why did this happen? The major hindrances on the way of the progress of secondary education might be the lack of encouragement among private bodies, poor economic condition of Orissa in comparison to other divisions of Bengal, improper attention given by the Government for the spread of education in Orissa, emphasis given on quality of education than quantity, poor standard of teaching etc.

Meanwhile the merger of Sambalpur with Orissa took place in 1905²³ which facilitated the growth of secondary education thereafter. The Resolution on Education Policy of 1908 suggested the followings for the qualitative growth of secondary education:

- (i) Employment of adequate trained teachers;
- (ii) Enhancement of Grants-in-aid system;
- (iii) Opening of Government schools wherever needed;
- (iv) Use of improved courses of studies;
- (v) Proper school accommodation;
- (vi) Enhancement of salaries of the teachers;
- (vii) Introduction of manual training and improved science teaching;

23 Previously Sambalpur was in the Central Province. After prolonged agitation it was merged with Orissa and this was considered as a landmark in the process of the formation of a separate province for the Oriya-speaking people.

(viii) Establishment of training college and improvement of training school system.²⁴

Immediately, a few steps were taken up by the Provincial Government as per the above suggestions. But it did not yield much. That is why since 1912, the condition of secondary education was not at all remarkable in Orissa.

Table 4

Number of Secondary Schools in Orissa, 1900-1912²⁵

Type of School	High		M.E.		Middle Vernacular	
	1900	1912	1900	1912	1900	1912
Government	3	4	3	14	14	14
Aided	7	9	32	32	22	21
Unaided	1	1		7	1	2
Total	11	14	35	53	37	37

Since the Government was depending mostly on private bodies for the spread of secondary education, it hampered the growth of this education in Orissa due to lack of private enthusiasm. Thus 1900 to 1912 can be described as a period of stabilisation in the field of secondary education in Orissa.

²⁴ Quoted in J.K. Samal, History of Education in Orissa, 1905-36, p. 59.

²⁵ Progress of Education (Bengal), 1911-12, p. 72.

Progress of Secondary Education after 1912

Orissa and Bihar formed the new province in 1912. This political detachment of Orissa, manipulated the progress of secondary education alike other education after 1912. Some new measures were also adopted by the Government of this new province to improve the condition of secondary education in Orissa as well as in Bihar. Though the policy of grant-in-aid was further more revised in 1923 and 1925-26 in Orissa the result was as usual.

Middle Schools of Orissa

Due to the popularity of the M.E. Schools, the public started demanding for the conversion of the Middle Vernacular schools to M.E. Schools and this led to a decline in the number of the vernacular schools. In the vernacular schools education was imparted for two years after the Upper Primary stage, in Modern Indian Language. On the other hand, the M.E. schools provided a four-year course of study after the Lower Primary stage, where the first two years corresponded to Upper Primary Course with the addition of English teaching. In urban areas, the vernacular schools were placed under the control of District Boards and Municipalities, while in rural areas they

received grant-in-aid through local committees.²⁶

But the vernacular schools lost their popularity as the parents as well as the pupil themselves heavily demanded for more and more provision of English education. Therefore, heavy public demand led to the opening of English classes in some of the vernacular schools after 1925, which ultimately increased the number of M.E. schools, while the number of vernacular schools began to fall. Of course, by that time the vernacular schools were costlier than the M.E. schools as they charged more fees than the latter. This anyhow helped to break down the barrier that existed between the few educated youngmen and the rural occupation of their families.²⁷

However, then the standard of M.E. schools was far from satisfactory. For the improvement of these schools as well as that of the High Schools, a common standard of examination was introduced for Class VII of M.E. School and Class VIII of High School, but the latter was not a public examination. Effect was given to this scheme from the examination of 1934.²⁸ Efforts were also made for the

26 Annual Administrative Report of Bihar and Orissa, 1924-25, p. 99; 1925-26, p. 58.

27 Because the increased number of M.E. schools gave each aspiring and promising student the opportunity of study of English.

28 Report on the Progress of Education (Bihar and Orissa), 1933-34, para 107.

introduction of vocational courses at this stage after 1922.

In spite of all these steps, the number of pupil did not show an upward trend. Economic factor was the main barrier at this stage for most of the students. While the cost of Middle School education per head, in the province was annually Rs. 10-15-7 in 1912, it rose to Rs. 13-13-5 in 1913,²⁹ and continued to increase gradually. This rise of fees in the schools resulted in the irregularities in the student strength. Even the demand of the Oriya legislators to grant a number of free studentship to enable the poor and deserving students to pursue their studies did not get any attention of the Government.³⁰

High Schools of Orissa during this Period

The Education Committee of 1923 dealt with several problems relating to the progress of secondary education in Orissa. One of those problems was the medium of instruction in High Schools.

Up to that time English was the medium of instruction in all High Schools. On the contrary to that

29 Ibid., 1912-13.

30 Proceedings of the Legislative Council (Bihar and Orissa), 1917, pp. 224-25.

public demand favoured the use of vernacular as the medium of instruction in High Schools, despite of the benefits and advantages of English knowledge.³¹ It was generally felt that the emphasis on English as the medium of instruction prevented the spread of mass education in Orissa. Besides, the Utkal Union Movement, for the amalgamation of all Oriya-speaking tracts into one, added sufficient fuel to this agitation.

Therefore, after weighing all pros and cons, the Education Committee of 1923 recommended that vernacular should be the medium of instruction in the four highest classes of High Schools.³² According to that, on an experimental basis the Government of Bihar and Orissa decided to carry out vernacular as the medium of instruction in all Government High Schools of Bihar and Orissa from 1 January 1925. Once again, on 26 September 1930, the Ministry of Education, Government of Bihar and Orissa, wished to continue this experiment for a further period of two years.³³ Thus by 1936, Oriya was established as the medium of instruction in all Middle Schools and some of the High Schools of Orissa.

31 By that time English had turned as a stepping-stone to various jobs as well as it gave the people a specific status in the society.

32 Report on the Progress of Education in Bihar and Orissa, 1923, Chapter VI.

33 J.K. Samal, History of Education in Orissa : 1905-36, pp. 73-75.

As an alternative course to the Matriculation Examination,³⁴ Government decided to constitute the School Leaving Certificate Examination in 1921, which was designed to prepare the students for commercial or clerical careers or further instruction in special institutions.³⁵ In accordance with this, the first School Leaving Certificate Examination was held in 1921 when 7 schools presented 65 candidates which increased to 93 of 10 schools in the very next year.³⁶ But it became unnecessary to continue this examination in simultaneous with the Matriculation Examination for which it was abolished in 1933.

The unsatisfactory progress of Secondary Education in Orissa was also partly due to the lower standard of instruction which in turn was responsible for the lack of trained teachers. Many a committees had already emphasized on this problem. Therefore, the first grade teacher training school was established at Cuttack to train the High School teachers. And for graduates intending to serve as teachers

34 At the end of the High School study, the pupil had to appear at this Public Examination and they were declared pass or fail on the basis of their performance in that written examination.

35 Quoted in J.K. Samal, History of Education in Orissa : 1905-36, p. 62.

36 Ibid., p. 63.

in High Schools and sub-Inspectors of Schools, the Cuttack training College was established in July 1923.

Though during 1916 to 1930 a steady increase took place in the number of secondary schools and pupil in them,³⁷ the number of pupil decreased during 1920-21. The Non-cooperation movement was the cause behind this decline, as the Oriya leaders of that movement encouraged the people to abjure Government schools, courts and council elections and everything relating to the British Government.³⁸

Some of the aided High Schools converted themselves into "National Schools" and began teaching according to the mandates of the Indian National Congress. Enrolment of students into those National Schools led to further decline in the number of students in Government Schools.³⁹ But the increased number of M.E. Schools helped the High Schools to increase. According to the recommendations of the Education Committee of 1923, the Board of Secondary Education was created in the same year to conduct examination and supervise and inspect the secondary schools.⁴⁰

37 P.C. Panda, British Administration in Orissa (1912-1936), p. 91.

38 Samaj, 5 March 1921, and 19 March 1921.

39 Ibid., 30 April 1921.

40 P.C. Panda, op. cit., p. 92.

Regarding secondary education of girls in Orissa, it was at its beginning stage till 1936. By that time, there was only one High School at Cuttack, established since 1906, 3 M.E. Schools at Cuttack, Puri and Sambalpur and 5 Middle Vernacular Schools for girls.⁴¹ The Ravenshaw Girls' School⁴² was the only High School for girls in Orissa, maintained by the Government. In this school there were 45 students in the High School classes and 112 in Middle and Primary Classes on 31 March 1917.⁴³

By 1936 the condition of secondary schools in Orissa was as follows:

Table 5

No. of Secondary Schools in Orissa, by 1936⁴⁴

<u>Types of Schools</u>	<u>High</u>	<u>M.E.</u>	<u>Middle Vernacular</u>
Government	5	3	10
District Board	6	12	29
Aided	18	-	8
Unaided	3	17	-
Aided by Government	-	19	-
Aided by District Board	-	71	-
<u>Total</u>	<u>32</u>	<u>122</u>	<u>47</u>

41 Quoted in J.K. Samal, History of Education in Orissa, 1905-36, p. 128.

42 This school was established by the effort of the then Commissioner of Orissa, T.E. Ravenshaw, and therefore renamed after him.

43 J.K. Samal, op. cit., p. 128.

44 Progress of Education in Orissa, 1936-37, p. 14.

The number of pupil in those secondary schools was as follows:

Table 6

Number of Pupil receiving Secondary Education
in Orissa in 1936 (45)

Schools	Number of Pupil		Total
	Boys	Girls	
High	9,304	186	9,490
M.E.	12,037	455	12,492
Middle Vernacular	5,573	251	5,824

Secondary Education in Orissa
after 1936

When Orissa became autonomous in 1936. there were a good many problems to be solved regarding the progress of secondary education. To begin with the nomenclature used for secondary education in North Orissa as well as South Orissa was totally different.⁴⁶ Therefore, the foremost task of the Government was to unite and reorganise education system of both the parts of Orissa.

45 Ibid., p. 12.

46 In both the cases it covered 8 years of study. But while in North Orissa it was of 4 years Middle School and 4 years High School, in South Orissa it was of 5 years Middle School and 3 years High School. Ibid., p. 13.

Then the Government was mostly supporting private efforts for the growth of secondary education in Orissa. Since the cost of female education being much higher, co-education was the alternative method for the spread of female education. That is why co-education gradually became popular.

After the completion of High School education, while the students of North Orissa used to give Matriculation Examination conducted by the Patna University, the students of South Orissa appeared at the S.S.L.C. Examination conducted by the Government of Madras. Therefore, a Committee was appointed in 1938 to advise the Government on various problems connected with the organisation of secondary education in the Province.

However, the number of secondary schools for boys, gradually increased after 1936.

Table 7
Number of Secondary Schools for Boys in Orissa,
in 1936-43 (47)

Year	Schools		
	High	M.E.	Middle Vernacular
1936-37	32	122	47
1937-38	33	126	56
1938-39	35	131	55
1939-40	38	134	60
1940-41	38	138	64
1942-43	49	151	63

47 Reports on the Progress of Education in Orissa, from 1936-37 to 1942-43.

The number of pupil receiving secondary education in Orissa, also increased along with the increase of the number of such schools.

Table 8

Number of Secondary Schools and the Number of Pupil
in them in Orissa, 1937-43 (48)

<u>Year</u>	<u>No. of Pupil</u>	<u>No. of Secondary Schools</u>
1937-38	32,255	229
1938-39	34,587	237
1939-40	37,415	249
1940-41	38,463	258
1942-43	38,929	280

It is quite interesting to note that the number of girls receiving secondary education also increased during this period. While there were 3 High Schools, 1 M.E. School and 10 vernacular schools exclusively for girls, in 1937-38, in Orissa, it stood at 3, 6 and 8 respectively in 1942-43. The number of students in those institutions while was

2,433 in 1937-38, it rose to 4,400 by 1942-43.⁴⁹ But the number of girls in Boys' Schools was much more than in girls' schools. Therefore, while there were 216 girls in the High Schools for Boys and 783 girls in Middle Schools for Boys, in 1937-38, the respective numbers rose to 351 and 1,109 by 1940-41.⁵⁰

From 1940-41, the Government Resolution made Oriya the medium of instruction in all the schools affiliated to the Patna University. But students whose mother tongue was not Oriya were allowed to answer the questions at the Matriculation Examination in Bengali, Hindustani (Urdu and Hindi Scripts) or in English. In case of schools affiliated to the Andhra University the medium was Oriya as well as Telugu.⁵¹

With the establishment of the Utkal University of Orissa in 1943, all the schools of Orissa, which were previously either under the Patna University or the Andhra University came under its control. The differences that existed between both the parts of Orissa were unified thereafter. After its inception the University implemented a common syllabus framed for the Matriculation Examination and the first

49 Ibid., 1937-38, p. 15; 1942-43, pp. 27-40.

50 Ibid., 1937-38, p. 17; 1940-41, p. 22.

51 Ibid., 1940-41, p. 25.

examination under this curriculum was fixed to be held in 1947. Similarly, a common syllabus was introduced for M.E. Schools and the students appeared in the common Middle School Certificate Examination afterwards.

From 1944-45, all the secondary schools which taught the full course leading up to the Matriculation Examination of the Utkal University or the Cambridge School Certificate Examination were known as High Schools.⁵²

Thereafter the number of such High Schools for boys as well as for the girls gradually increased.

Table 9

Number of High Schools and Pupil in Orissa
in 1943-48 (53)

Year	No. of High Schools		No. of Students	
	Boys	Girls	Boys	Girls
1943-44	52	5	14,618	1,610
1944-45	58	5	15,393	1,677
1946-47	83	6	21,832	1,940
1947-48	99	7	24,889	2,224

52 Ibid., 1944-45, p. 14.

53 Ibid., 1943-44, pp. 16-17; 1944-45, pp. 14-15; 1947-48, pp. 19-20.

Besides the girls in the High Schools meant for them, there were also 660 girls in the High Schools meant for Boys by 1947-48.⁵⁴ The middle schools also progressed a lot along with the High Schools. By 1947-48, there were 265 middle schools for boys and 21 for girls along with the student strength of 29,639 and 3,784 respectively.⁵⁵

On the other hand, the direct expenditure on secondary education gradually increased along with the increase in the number of schools and the facilities available in them.

Table 10
Direct Expenditure on Secondary Education in Orissa,
1937-48 (56)

Year	Direct Expenditure (Rs.)
1937-38	10,69,387
1938-39	10,82,256
1939-40	11,23,164
1940-41	11,30,386
1942-43	12,27,487
1943-44	13,26,930
1944-45	14,66,475
1946-47	20,35,756
1947-48	24,88,473

54 Ibid., 1947-48, p. 20.

55 Ibid., 1947-48, pp. 17-18.

56 Ibid., 1937-38, p. 15; 1939-40, Chapter VI, 1940-41, p. 20; 1942-43, pp. 27-40; 1944-45, p. 45 and 1947-48, pp. 18-19.

Thus by 1947-48, the condition of secondary education in Orissa was somehow satisfactory though not outstanding. The number of schools as well as the number of boys and girls receiving this education had progressed a lot compared to the previous years.

Conclusion

Secondary education was not there in the ancient Orissa and it started only after the advent of the British. But the Government instead of direct intervention only encouraged any private effort in this regard and refrained itself from the spread of such education, in Orissa, for a considerable period of time. The Wood's Despatch also had no immediate effect in this field. It failed to facilitate the growth and development of secondary education in Orissa. Thus, till 1857, Orissa was quite backward in this field.

Only after the recommendations of the Hunter Commission, the progress showed a gradual upward trend. The Government adopted a few measures for the development of Middle Schools and High Schools. Due to heavy public support for the spread of English knowledge, while the number of M.E. Schools increased, the number of Middle Vernacular Schools gradually declined.

The Resolution on Education Policy of 1908, compelled the Government to look after the qualitative growth of

secondary education in Orissa, besides the quantitative growth. But the number of secondary institutions and the number of pupil was not satisfactory by 1912. Factors like orthodoxy of the Oriyas, poor economic condition of most of the students, poor standard of teaching, lack of trained teachers, as well as female teachers, political disturbances and natural calamities were mainly responsible which retarded the growth of secondary education in Orissa.

After Orissa became autonomous, the Government faced many problems in the administration of these schools, as the nomenclature used in both the parts of the then Orissa, for this education was totally different from each other. The Government, therefore, had to adopt many a measures for the growth and development of this education in Orissa. That is why it progressed slowly after 1936 and by 1947 the state of secondary education was quite improved than the beginning years, though much was left there to be done for its qualitative as well as quantitative development.

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CHAPTER 4

HIGHER EDUCATION

Origin of higher education in Orissa can be traced back to the Second Century B.C. The 'Hatigumpha' inscriptions of Udaygiri and Khandagiri are the silent witnesses to the past glory of Orissa which speak of the ancient origin of her higher education. Those seats of higher learning had been patronized by the Great King of Orissa, King Kharavela, and were attracting students even from outside Orissa. This shows the deep root of higher education in Orissa, though that was completely different from the modern collegiate or university education in regards to aim and subject matter.

Collegiate Education in Orissa

While universities were established in India in the year of 1857, collegiate education was totally delayed in Orissa. The 'Mathas', the 'Tols', the 'Madrassahs' continued to be the seats of higher learning for the people of Orissa even up to that period. Education imparted in those institutions were indigenous in nature. Only a few desired 'Vidyarthi' did avail this opportunity and mainly higher Hindu philosophies were taught to those students in the aforesaid centres. Up to 1860, there was not a single

college for the entire Orissa Division of the Bengal Province, while many colleges were there in other Divisions of the same Province. Perhaps, the conservative attitude of the Oriyas, their hostile attitude towards European knowledge, delay of secondary education etc., were the main factors responsible for this delay of higher education in Orissa as late as 1868 A.D. Then, for the first time a department imparting collegiate education was opened in the Cuttack Zilla School.

But the gradual spread of secondary education, establishment of universities at Calcutta, Madras etc., provided enough stimuli for the start of collegiate education in Orissa after 1857 A.D. All efforts and anxieties in this regard terminated with the establishment of a college at Cuttack, by the efforts of the then Commissioner of Orissa, T.E. Ravenshaw, which was renamed after him only in 1876 A.D.

Public enthusiasm for collegiate education was marked when proposals were made for the escalation of the standard of the Cuttack Zilla School to a collegiate school. The growing importance of the Cuttack High English School prompted the school committee to press the necessity of establishing at Cuttack a college or at least a collegiate class under the Calcutta University.¹ The examination result

1 J.K. Samal, Orissa under the British Crown : 1858-1905, p. 274.

of 1865-66 of this school, the demand of the local authorities etc., compelled the Director of Public Instruction to agree with this proposal. For which he recommended the opening of a collegiate class in Cuttack Zilla School, as a preparatory step towards the foundation of a college for Orissa.² In this way the Cuttack Zilla School became a collegiate school in 1868.

At the beginning it consisted of only two classes to prepare the undergraduates to appear at the First Examination in Arts. Six undergraduates who all passed at the last Entrance Examination from schools in Orissa joined that class. This school remained the lone centre of collegiate education in Orissa for a considerable period. Gradually the second year class and a Law department were attached to this school by 1869. Besides, efforts were made for the conversion of this college department of the High School to a college, which would provide instruction up to B.A. degree. This became successful in the year 1876, and the affiliation of this college as a first grade one to the Calcutta University was accomplished in the same year. Regarding the establishment of this college, the then Director of Public Instruction was aptly remarked that "the Cuttack College, properly equipped, will civilise Orissa, as the Presidency and other colleges have civilised

2. Ibid., p. 275.

Bengal and as the Patna College is civilising Bihar".³

From 1881, this college established on an experimental basis became permanent with the donation of Rs. 20,000 towards its permanent endowment fund, by the Maharaja of Mayurbhanja,⁴ and a public subscription of Rs. 25,000. But, only a few subjects were taught in this college, and the provision of higher education in this college was almost limited. Therefore, in order to encourage higher education in Orissa, scholarships were provided to promising Oriya students of the High Schools so that they could continue their study in the college. Thereafter, with the attachment of the Law department in 1881, and opening of M.A. classes in 1891 in this college, the number of students increased slowly in the Ravenshaw College as follows:

Table 1

Number of Students in the Ravenshaw College,
Cuttack, 1868-1882 (5)

Year	Number of Students		Total
	Arts	Law	
1868-69	22	15	37
1881-82	38	8	46

³ General Report on Public Instruction in Bengal, 1876-77, p. 20.

⁴ Progress of Education in Bengal, 1881-82, p. 27.

⁵ Ibid., 1868-69, p. 123, and 1881-82, p. 127.

Factors responsible for this fewer attendance in the Ravenshaw college can be listed as follows: Public awareness regarding the benefit of higher education was quite late in Orissa; there were only a few High English Schools in Orissa for many a years; some of the promising Oriya students became attracted towards other renowned colleges of that period; many students gave up study after their matriculation and joined various jobs. Besides all these factors, lack of hostel facilities in the Ravenshaw college, provision of the teaching of only a few subjects in that college also retarded the number of students. But, here it can be said undoubtedly that the most important cause of the slow progress of higher education in Orissa up to the 1880s was the absence of an educated middle class which would have taken advantage of college education.⁶

Progress of Collegiate Education up to 1912

The condition became worse after 1882 as it was not able to draw sufficient public sympathy for the spread of higher education in Orissa. Even the grants-in-aid system, one of the most vital recommendations of the Wood's Despatch, did not yield much fruit in the field of higher

6 Ibid., 1882-83, p. 22.

education. Recommendations of the Hunter Commission also failed to better the situation of higher education in Orissa. That is why there was only one Government college in Orissa with an attached Law class and there was no professional college in Orissa affiliated to Calcutta University till 1902.⁷

Gradually, the number of students started increasing in the Ravenshaw College. This increase in the number of students can be attributed mainly to two incentives like the increased prospects of lucrative employment and the chances of improving the social standing by means of a university degree.⁸ Therefore, the Report of the Ravenshaw College of 24 August 1901, states that by that time, i.e. within 25 years of its existence as a first grade college, it has taken out 4 MAs, 94 BAs. Out of those 4 MAs one was a lady student.⁹ Within that period, 23 students had also completed their BL in this way slowly but steadily the number of students increased in the Ravenshaw College at Cuttack, and it stood at 84 in 1890.¹⁰ Meanwhile, the Government of India appointed a

7 Quinquennial Review of India, 1897- 1901-02, vol. I, p. 57.

8 J.K. Samal, History of Education in Orissa : 1905-36, p. 92.

9 Utkal Dipika, 24 August 1901.

10 Progress of Education in Bengal, 1898-99, p. 41.

Committee to deal with the problems of higher education in 1902 which gave its report after two more years, i.e. in 1904. This committee, known as the Indian University Commission, mainly dealt with the problems of higher education in India.

Aftermath of the Indian University Commission of 1902

Basing on the recommendations of the Indian University Commission, or in other words, according to the Indian University Act of 1904, the Calcutta University accepted the principle of separating the High Schools from the Colleges to have a collegiate life; agreed to have good reference libraries in its affilitated colleges; and undertook to improve science teaching also in the affiliated colleges. After that the Government of Bengal realising the unique position of the Ravenshaw college, put it under the Extension Scheme,¹¹ for its improvement.

That is why some immediate changes took place in the Ravenshaw College for the spread of higher education. The first governing body of the Ravenshaw College was constituted in 1908, which comprised of both official and non-official members; the school section was detached from the college and was removed to a new place in 1912;¹² a new

11 Ibid., 1908-09, p. 13.

12 L.S.S. O'Malley and E.R.J.R. Cousins, Bihar and Orissa District Gazetteers, Cuttack, 1933, p. 190.

hostel was constructed for the college; provisions were made for the teaching of B.Sc. course and of some more subjects at the B.A. stage; the staff increased sizeably to cope up with the additional work,¹³ etc.

All these resulted in a sudden increase of the student strength in the Ravenshaw college, which rose from 75 in 1905¹⁴ to 315 in 1911-12,¹⁵ including 20 Law students. But at that time, higher education was a luxury for the Oriyas as collegiate education was too costly for the average students. On the other hand, with the opening of various facilities in the Ravenshaw College, the total expenses of this college increased. Therefore, while the total expenses amounted to Rs. 21,466 in 1900 of which the boys paid Rs. 5,921 and the rest was met by the Government,¹⁶ it increased to Rs. 31,914 during 1906-07, out of which the cost borne by the Government was Rs. 23,766,¹⁷

Here it can be seen that though collegiate education in Orissa started in the year of 1868, till 1912, it

13 J.K. Samal, History of Education in Orissa : 1905-36, p. 93.

14 Quiquennial Administration Report (Orissa), 1900-05, p. 42.

15 Report of the Progress of Education (Bihar and Orissa), 1911-12, p. 5.

16 Quoted in J.K. Samal, Orissa Under the British Crown: 1858-1905, p. 278.

17 Report on the Public Instruction in Bengal, 1907-08, p. 29.

was almost stagnant and only 315 students did receive that opportunity by that time.¹⁸

Development of Higher Education in Orissa
Within 1912 to 1936

With the formation of the new province of Bihar and Orissa in 1912, all institutions of Orissa passed under the control of the Patna University from 1917 onwards.¹⁹ In the meantime, the non-cooperation movement and other political movements had been started in India as well as in Orissa. This in turn influenced the field of higher education remarkably. The leading elites of Orissa started thinking of social change in the wake of Western education. But the demands of the then Oriya Legislators was not able to draw the attention of the provincial government towards the spread of higher education in Orissa. The Government paid no heed to them.

18 Up to that period the Ravenshaw College was the only centre of higher education in Orissa. But that was completely ill-equipped. Besides, higher education was also expensive at that time. All these factors debarred most of the desirous poor students to go ahead with their higher education and thus restricted this opportunity only to a few students.

19 Prior to that all the educational institutions of Orissa were affiliated to the Calcutta University. After the separation of Bengal, due to lack of any University in Orissa, all her institutions came under the perview of the Patna University.

As Ravenshaw College being the lone centre of higher education in Orissa was ill-equipped, a few of the well-to-do Oriya scholars went either to Patna or Calcutta for higher study and the poor, meritorious and aspiring students had to close their academic career abruptly.²⁰ But, with the affiliation of some more subjects into the Ravenshaw College, the number of students started increasing. This caused the shifting of this college to a new site in 1921. Then a library was provided to that college by the generosity of the then Raja of Kanika.²¹ The demand of the people for the opening of honours classes in B.Sc. and also opening of M.A. classes from 1917, did not attract Government sympathy for a prolonged time. Economic control maintained by the Government was mainly responsible for this delay. However, the donations of some generous public helped the Government to open those classes. While M.A. teaching in English was added to the Ravenshaw college in 1922 by the munificent donation of the Maharani of Sonepur,²² Honours classes in a few of the Science subjects were opened with

20 P.C. Panda, British Administration in Orissa : 1912-36, p. 92.

21 Since the library was opened by the donations of the Raja of Kanika, it was thereafter named as the "Kanika Library".

22 Quinquennial Review on the Progress of Education, 1922, (Bihar and Orissa), paras 49-79.

the contributions made by the Maharaja of Mayurbhanja. In this way, by 1928 higher education in Orissa was much more facilitated by public endowments.²³

In spite of all the measures adopted for the spread of higher education among the Oriyas, it was found that a number of students used to leave their college classes every year before the end of the session. For that reason a fluctuation can be clearly marked in the student strength of the Ravenshaw College as follows:

Table 2

Number of Students in the Ravenshaw College
in 1912-17 (24)

Year	No. of Students
1912-13	365
1913-14	440
1914-15	488
1915-16	484
1916-17	475

23 At that time the Government instead of direct intervention in the spread of higher education, only supported the private efforts in this regard. Therefore development of higher education in Orissa was made possible by the generous donations of some of the Rajas as well as a few well-to-do public.

24 Annual Administration Report of Bihar and Orissa, 1913-14; and also Reports on the Progress of Education (Bihar and Orissa), 1914-15; 1915-16.

The cause of this inconsequent enrolment can be well attributed to the following major factors:

Bad Harvest - it compelled 72 students to put an end to their education in 1917;

High rate of tuition fee - then the cost of higher education was too high and the Government neither granted enough free-studentships, nor provided adequate scholarships for poor and needy students;

Natural Calamities - it ultimately caused economic stringency and made the socio-economic condition of the people more deplorable;

Standard of Teaching : the influx of students to Bengal was due to the superior teaching facilities of the Calcutta University than the Patna University;²⁵ and

Non-cooperation Movement : it encouraged the students to give up their study and to join with the national leaders.²⁶

All these causes deteriorated the condition of higher education in Orissa further thereby causing a constant decrease in the student strength.

25 Annual Administration Report of Bihar and Orissa, 1918-19, p. 101.

26 For that reason, the authority of the then Ravenshaw College took disciplinary actions against some of the students. UtkalDipika, 22 September 1922.

Table 3

Number of Students in the Ravenshaw College,
1918-1922 (27)

Year	1918	1919	1920	1921	1922
Number of Students	499	472	438	368	368

On the other hand, with the opening of some new subjects and many other facilities for higher education in Orissa, in the Ravenshaw College, the cost of education, borne per student, increased as follows:

Table 4

Cost of Education per Student in the Ravenshaw
College, Cuttack, 1912-16 (28)

Year	Cost of Education per Student
1912-13	Rs 155-3-10
1913-14	Rs 209-5-5
1914-15	Rs. 201-9-9.
1915-16	Rs. 229-11-9

27 Quinquennial Review on Progress of Education in Bihar and Orissa, 1922-27, p. 40.

28 Reports on the Progress of Education in Bihar and Orissa, from 1912-13 to 1915-16.

The direct expenditure of that college, therefore, rose from Rs. 1,13,796 in 1917 to Rs. 1,55,987 in 1922, owing to the additions to the staff and to the revision of the pay of the different services.²⁹

Gradually more and more students joined the college classes of this college for which the number of students by 1927 stood at 541, including 62 Law students and 11 M.A. students.³⁰ This again increased to 547 by 1928 with 52 Law students.³¹ But, the economic crisis of 1927 reduced the number of students once again to 500 by 1932.

On the other hand, for the development of higher education in Orissa, the Oriyas continued their struggle in the Division through provision of better facilities in the Ravenshaw College.³² The partiality of the Provincial Government in the allotment of funds for higher education in Orissa was vehemently opposed in the Legislative Council by eminent Oriya leader Pandit Gopabandhu Das.

29 J.K. Samal, History of Education in Orissa: 1905-36, p. 95.

30 Quinquennial Review on Progress of Education in Bihar and Orissa, 1927, p. 40.

31 Report on the Progress of Education (Bihar and Orissa), 1927-28.

32 P.C. Panda, op. cit., p. 94.

Science teaching was very poor at that time. As such there was no separate college for the teaching of science and provisions were there, in this regard, only in the Arts College. But, the number of students appearing at the B.Sc. examination was much lower than the normal expectations because the B.A. degree proved to be more helpful in getting provincial administrative services than the B.Sc. degree.³³

In spite of the provision of Girls' higher education in a separate High School, by that time, the provision of co-education began in the Ravenshaw College from 1929-30, with only 4 girl-students in that year which later increased up to 6 by 1930-31.

Thus, till 1936 the Ravenshaw College was the solitary Government institution in Orissa to impart purely collegiate education to men and women,³⁴ but it was not a fully equipped institution as all the subjects included in the curriculum of the Patna University were not taught in it, though it was also a degree college.³⁵ By 1936 the

33 Report on the Progress of Education (Bihar and Orissa), 1927-28, para 42.

34 By that time the Ravenshaw College was the only centre of higher education where no school classes were attached, while other collegiate institutions had the college classes on the one hand and the school classes on the other. For details about this see Reports on the Progress of Education (Orissa).

35 For detail about this see, ibid.

student strength of this college had risen to 571 which included 4 girl students and 51 Law students.³⁶ But the number of post-graduate students fell suddenly as majority of the students were said to be wanting in earnestness to attend the classes only until they secured an appointment.³⁷

New Colleges in Orissa

Till 1914, higher education in Orissa meant all that facilities available in the Ravenshaw College. That is to say, higher education in Orissa was only confined to the Ravenshaw college, where provision of co-education was also made later on. Only after the year 1914, the condition of higher education in Orissa was improved a little bit with the opening of a few new colleges.

For the spread of higher education among girls there was no separate institution or any other separate department in any school till 1914, when the Female Education Committee submitted its report. As per its recommendations, for the first time, Intermediate Classes in Arts (I.A.) were opened in the Ravenshaw Girls' School at Cuttack during 1915-16 for women students and the number

36 Ibid., 1936-37.

37 Report on the Progress of Education (Bihar and Orissa), 1925-26, para 39.

of students stood at 8 in 1916-17.³⁸ Though this number rose to 22 by 1922, it decreased to 7 by 1927-28 and to 3 in 1930.³⁹ Though it was the lone institution providing collegiate education for girls in the entire Bihar and Orissa Province, it was ill-equipped and badly needed a modern footing.⁴⁰ The paucity of girl students was responsible for the absence of any degree college exclusively for women. The number of girls in the I.A. classes increased to 8 in 1934, but it never crossed 12 till 1936.⁴¹ A very small number of women who wished to take a degree course, were having co-education in colleges for men where they had greater choice of subjects, efficient staff and an academic atmosphere.⁴²

Lack of adequate and trained lady teachers, orthodoxy of the Oriyas, limited facilities of teaching etc., were the causes responsible for this low attendance in the I.A. classes of the Ravenshaw Girls' School. This created an impression of wastage of money among some of the

38 Quinquennial Review on the Progress of Education in Bihar and Orissa, 1912-17, para 268.

39 Quoted in J.K. Samal, History of Education in Orissa: 1905-36, pp. 129-30.

40 Ibid., p. 130.

41 Report on the Progress of Education (Orissa), 1936-37, p. 10.

42 Quoted in J.K. Samal, n. 39, p. 130.

officials. The Principal of that College however, gave quite contrast view and argued in favour of the continuation of these classes for the benefit of girls.

Besides these two Arts Colleges in Orissa, a Training College was started at Cuttack in July 1923 to train graduates of Orissa in modern pedagogy. The growing demand for the appointment of trained graduates in the High Schools led to the increase in the number of seats in this college from time to time, till it reached 30 in 1936.⁴³

Irrespective of the establishment of these colleges, till 1936 there was no separate university in Orissa, although the public started demanding for it since 1933. The Administrative Committee of 1933, suggested that "until a separate university can be formed for Orissa, the existing arrangement should continue, namely, that the Ganjam district⁴⁴ should continue to be affiliated to the Andhra University and the rest of Orissa to the Patna University."⁴⁵ The Patna University remained as affiliated

43 Report on the Progress of Education (Orissa), 1936-37,
p. 10.

44 At that time the Ganjam District was under the administration of the Madras Presidency. Therefore, it was not considered as a part of the then Orissa, though it was added to Orissa later on. Orissa then consisted of mainly the 3 coastal districts.

45 Report of the Orissa Administrative Committee, 1933,
p. 24.

one in character till 1932.⁴⁶ In the field of education, though at that time the Government was depending mainly on private enterprises, it did not get required response in Orissa.

But here it can be said in brief that in comparison to primary and secondary education in Orissa, higher education has definitely shown an upward trend till 1936 despite the hurdles in the way of its expansion.

Higher Education in Orissa after 1936

When Orissa became autonomous in the year 1936 with the political separation from Bihar, public demand for a separate university became more vigorous. A Committee was set up to deal with this question in 1938 which gave its report in 1941. Before it was carried out, a political change in the Ministry of Orissa took place for which it was delayed.

In the meantime, with the amalgamation of some more districts to the new province of Orissa, the number of colleges as well as the number of students increased, simultaneously after 1936. Besides the new colleges, an increase in the number of students was also marked in all the 3 colleges already there in Orissa. Therefore, in 1912,

46 S. Narullah and J.P. Naik, A Student's History of Education in India, p. 484.

while she had only one college with 315 students, by 1936-37 the number of colleges rose to 3 with 677 students in them.⁴⁷ Out of that there were 593 students in the Ravenshaw College, including 4 girls, 51 were Law students of the same college,⁴⁸ 12 were in the Ravenshaw Girls' School⁴⁹ and the rest were in the Training College.

Regarding the new colleges of Orissa in 1937, they were two in number and both were Arts Colleges. Out of them, in the Maharaja's College, Parlakimedi, there were 98 students on roll,⁵⁰ while in the Khallikote College, Berhampur, there were 94 students.⁵¹ Both of these colleges were in the Ganjam district. Thus in 1937, there were in all 3 colleges in Orissa,⁵² out of which the Ravenshaw College was the only pure collegiate institution, while others consisted of college classes attached to High Schools. Again, out of those 4 Arts Colleges, 2 were managed privately and the rest 2 were Government Colleges. In South Orissa all

47 Progress of Education in Bihar and Orissa, 1936-37,
pp. 10-12.

48 Report on the Progress of Education, Orissa, 1936-37,
pp. 10-12.

49 Ibid., p. 10.

50 Ibid.

51 Ibid.

52 Out of these 5 colleges, 4 were Arts Colleges and one was a professional college.

colleges were privately managed whereas in North Orissa they were managed by the Government and offered better facilities than the colleges of South Orissa.

English was the medium of instruction in all colleges and the University Committee did not consider learning through an M.I.L. was at all practicable at this stage. As the colleges were affiliated to the Patna University, the Government continued making an annual contribution of Rs. 2,000 to the Patna University.⁵³ The Government awarded a few scholarships for promising students. Even four special freeships were awarded for women in the Ravenshaw College.⁵⁴ Provisions were also made for extension lectures by renowned persons in the aforesaid college since 1938-39.

In the meantime the Utkal University Act of 1943, came into force on 27 November 1943 and the formal inauguration ceremony of this University was held on 1 November 1944.⁵⁵ Thus, at last a separate university was established for the Oriyas in 1944, though collegiate education had started in Orissa in 1868 A.D.

53 Quinquennial Report on the Progress of Education in Orissa, 1937-42, p. 75.

54 Ibid., p. 6.

55 Report on the Progress of Education (Orissa), 1943-44, p. 19.

Utkal University of Orissa

With the establishment of the Utkal University⁵⁶ in Orissa, all here institutions which were previously either under the Andhra University or the Patna University, were brought under its control. But it was only an affiliating and examining university having an academic council. It had its Chancellor, Pro-Chancellor, Vice-Chancellor, Senate, Syndicate, Academic Council and the Registrar.⁵⁷ The University was made a constituent member of the Inter-University Board early in 1944.⁵⁸

But the first and foremost work before the University was to bring in a unification in the courses of study for all the institutions of Orissa, for which the Board of Studies of the Utkal University prepared various courses of study and by 1945 they were introduced in all institutions under its control.⁵⁹ Establishment of this separate university gave an impetus to higher education in Orissa. After that the number of students in case of higher education

56 It is also known as "Vani Vihar" which means the "abode of Devi Saraswati (Vidya Devi or Goddess of Learning)".

57 Utkal University Act, Paragraph IV.

58 Report on the Progress of Education in Orissa, 1943-44, p. 20.

59 Unpublished M.A. Thesis of B.N. Rath, Development of Education in Orissa under the British : 1803-1946, p. 307.

raised all at a sudden. While there were only 5 colleges in Orissa till 1936, that number increased up to 15 by 1947.⁶⁰

However, up to 1942 there were 4 Arts Colleges, 1 Professional College, as well as one Indigenous College. The students in those colleges can be shown as follows:

Table 5

No. of Students in Different Colleges of Orissa,
1936-42 (61)

Year	Number of Students in					Total
	Raven- shaw college	Ravenshaw Girls' School	Maharaja's College	Khalli- kote college	Sanskrit College	
1936-37	644	12	98	94	-	848
1937-38	662	8	128	79	25	902
1939-40	753	15	112	67	16	963
1940-41	890	23	145	85	16	1,159
1941-42	1,025	20	169	117	-	1,331

60 Report on the Progress of Education (Orissa), 1947-48,
p. 22.

61 Report on the Progress of Education (Orissa) from
1936-37 to 1940-41 and also Quinquennial Review on
the Progress of Education (Orissa), 1937-42.

62 This total number of students excludes the students of the Professional College (Training College) existed at that time.

The above table gives an impression that after 1936, higher education in Orissa has attained a constant popularity. Though the number of girls in the Ravenshaw Girls' School was fluctuating, still then it has also increased a little.

On the other hand, after 1942, to popularise the teaching of Science subjects several efforts were made by the Government. Besides that plans were chalked out to open a few more new colleges in Orissa because the number of colleges existing at that time was totally insufficient for the vast population of Orissa. Therefore, the number of colleges increased suddenly after 1943 along with the student-strength.

Table 6

No. of Colleges as well as the Corresponding Student Strength in Orissa, 1942-48 (63)

<u>Year</u>	<u>No. of Colleges</u>	<u>No. of Students</u>
1942-43	5	1,280
1943-44	5	1,484
1944-45	11	2,502
1946-47	14	3,397
1947-48	15	4,023

63 This number includes the Arts Colleges and the Professional Colleges. Reports on the Progress of Education in Orissa, from 1942-43 to 1947-48.

Therefore, while there were only 5 colleges with 1,280 students in 1942-43, it has increased to 15 and 4,023 respectively by 1947-48. During this period, higher education was also spreading continuously among the girls. As usual, it was found that the percentage of girls was higher in colleges for men than in women's institutions. Therefore, while there were 93 girls in colleges for women by 1947-48, the corresponding number of girls in colleges for men was 103.⁶⁴

Table 7

No. of Girls in Different Colleges of Orissa,
1941-48 (65)

Year	No. of Girls in Colleges for			Total
	Men	Women	Professional Colleges	
1941-42	-	-	-	52
1942-43	29	27	1	57
1943-44	-	-	-	86
1944-45	71	60	2	133
1946-47	91	64	13	168
1947-48	103	93	23	219

64 Ibid., 1947-48, p. 22.

65 Ibid., from 1942-43 to 1947-48.

At that time, the facility of teaching of Law was only available in the Ravenshaw College at Cuttack. The opening of Post-Graduate (P.G.) study in this college enhanced the number of students reading Law in that college, as follows:

Table 8

No. of Law Students in the Ravenshaw College
1936-48 (66)

Year	No. of Law Students
1936-37	51
1937-38	54
1939-40	44
1940-41	48
1942-43	61
1943-44	68
1944-45	81
1946-47	140
1947-48	152

However, out of the 11 colleges of 1944-45, only 3 were teaching up to degree standard, 6 up to intermediate standard and the rest 2 were professional colleges.⁶⁷ Besides,

⁶⁶ Ibid., from 1936-37 to 1947-48.

⁶⁷ These colleges were - a Training College and the Medical College, both at Cuttack.

there were also 2 colleges for Oriental studies.⁶⁸ The Ravenshaw College was the only college where facility for higher education was in a much more advance stage than other contemporary colleges. Post-graduate study, teaching of Law and facilities for research works were some of the unique features of this college.

Thus, establishment of the Utkal University in Orissa led to the opening of more colleges as feeder institutions. Besides, facilities of research work in some subjects were also made available for the aspiring students. The Government gradually became aware of the shortcomings on the path of higher education in Orissa and took some measures in order to eradicate some of those hindrances.

However, the cost of education also increased along with the direct expenditure of the Government for the maintenance of these colleges. The direct expenditure of the Government which increased from Rs. 3,55,184 in 1943-44, to Rs. 3,79,077,⁶⁹ in 1947-48 it stood at Rs. 16,89,442 from Rs. 13,15,302.⁷⁰ Then the cost of educating a girl-student was more than that of a boy. That is why, while the cost

⁶⁸ Report on the Progress of Education (Orissa), 1944-45,
p. 18.

⁶⁹ Ibid., 1943-44, p. 22.

⁷⁰ Ibid., 1947-48, p. 22.

of educating a student in Arts College for men was Rs. 270-1-6, for a girl it was Rs. 356-3-7.⁷¹

In this way, till 1947, Orissa has progressed much in the field of higher education compared to the previous years, though still it was quite backward in comparison to other provinces. Even girls have shown great interest for their higher education upto that period.

Conclusion

Higher education in Orissa, though ancient in origin was totally indigenous in nature as late as 1868 when for the first time a college class was opened in a High School. The first college of Orissa was established in the year 1876 by the efforts of the then Commissioner of Orissa, T.E. Ravenshaw. It continued as the lone centre to quench the thirst of the people of Orissa in the field of higher education for a considerable period of time. In the 1920s once again two more colleges were opened in Orissa, out of which one was an Arts College and the other a Professional College. It remained the condition of higher education in Orissa till 1936 when she became autonomous. After that though the number of colleges increased slowly, it showed a marked difference only in the 1940s.

71 Ibid., 1942-43, p. 51.

At the beginning, the number of students was quite low which followed a gradual increase with the availability of more facilities in the colleges of Orissa. Regarding girls' higher education it can be said here in toto that though by 1947 their number was not outstanding still then it has shown a consistent upward trend. Co-education started after a long period, but thereafter continued to gain popularity throughout rest of the years. For all these reasons, while there were only 37 students in the Ravenshaw College when it opened in 1868-69, the number of students and colleges in the field of higher education in Orissa by the year 1947-48 stood at 4,023 and 15 respectively.

Though this shows the development of higher education in Orissa throughout the period taken up for this dissertation, still then it was not so rapid and Orissa in this field was lagging behind other provinces. Why did this happen? Probably, partiality of the Provincial Government, economic stringency, costlier nature of higher education, conservatism of the people of Orissa, lack of adequate and trained teachers, limited teaching facilities, delay in secondary education for a prolonged time, use of English as the medium of instruction, political agitations, natural calamities etc., were the usual major hindrances responsible for this backwardness of Orissa, in the field of higher education.

After Orissa became autonomous, the new Government tried to adopt some measures for the spread and development of higher education. Therefore, by 1947 Orissa was in a much better position than the previous years in terms of the number of colleges as well as the number of students in them. But it was in its initial stage and much was left then and there to be done in order to bring Orissa in an equal footing with other provinces in the field of Higher Education.

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CHAPTER 5

IMPACT

Today it appears fantastic to place Orissa in its ancient setting of historical geography - from the Ganges to the Godavari and from the Amarakantak to the Bay of Bengal. Covering this vast area there had been in ancient times four well-defined territories namely Kalinga, Utkal, Odra and Kosala, each of them proudly self-contained but together astonishingly harmonious in civilization and culture.¹ At present Orissa sinks into an apathy though her history and culture in the past had been treated with lamentable difference.

While in the second century B.C. Orissa was a seat of Jain literary activities under the Great King Kharvela,² by 1936 when she became an autonomous state having six districts, the literacy percentage was quite low. By that time, while the literacy percentage in British India was 12 and in Bengal it was 20, in Orissa it was only 7. At this

1 W. Hunter, A History of Orissa, vol. II, p. 321.

2 Unpublished M.A. Thesis of B.N. Rath, Development of Education in Orissa under the British: 1803-1946, p. 29.

stage one question strikes to the mind - why did Orissa suffer this setback in the field of education?

In general, some historians have accounted the hesitance of the orthodox Oriyas in accepting English education for a prolonged time as the main factor responsible for this backwardness of Orissa in the field of education. Of course this was one of those factors, but it was not the sole reason behind this miserable condition of Orissa, rather it was quite negligible in presence of other vital causes. In other words, it can be said that for this backwardness of Orissa many other factors were equally responsible.

Historical Trace-back

Education in ancient India was limited to a few members of the society like the Brahmins, the rich people and the members of the Royal family. This was also the case in Orissa. From ancient time the Brahmin caste specially preserved, first by oral tradition, then in manuscript, a literature unrivalled in its antiquity and for the intellectual subtlety of its contents. During those periods, native education was imparted to the desirous "Vidyarthi" in village schools. Slowly education spread to other people of the society and students from every nook and corner of the society flocked to the 'agrahars', the

seats of education during those days, to learn at the feet of eminent scholars.³ As there was no such restrictions in regards to girls' education, they used to get their instructions along with the boys.

Of course, during those days education was neither the leading stone to any profession, as it became afterwards, nor it was compulsory for all. Even it was totally different in its aim and method of instruction than modern education. In those days education meant the study of Sanskrit and Oriya scriptures besides the learning of religious scripts. And with the introduction of reading and writing it remained confined to the 3R's. The aim of ancient education was to prepare an individual for the realization of higher ends in life, and as such the emphasis on moral and spiritual aspects of life greatly shaped the subjects for studies,⁴ in those days.

This rich culture of Orissa got a severe blow with the external aggression which became virulent after the 16th century. The ancient glory of Orissa was demolished by those unscrupulous foreign rulers, though they were not able to root out that completely.

3 B.S. Das, Orissa Social Cultural and Religious Aspects, pp. 94-95.

4 S.K. Das, The Educational System of the Ancient Hindus, pp. 18-23.

Impact of External Aggression

With the death of King Mukundadev, Orissa slipped off to the hands of the Afghan rulers in 1568 A.D. Then came the Mughal Rulers followed by the Marathas. None of those rulers neither had any time or resources nor was interested for the spread of education or to do anything for the social upliftment of Orissa. Instead of that they exploited the innocent people of Orissa like anything. That is why due to the miseries of Maratha rule, the peasantry, in despair of wringing their daily bread from the soil, either sold themselves across the seas, or were driven to the coast like dumb creatures, and shipped on board by their marauding Governors.⁵ This was the social milieu of Orissa when the British conquered it.

The British occupied Orissa in 1803 A.D. Prior to the advent of British, Orissa was remote, inaccessible and far from educational or political consciousness.⁶ The British, on their part, from the beginning of their possession treated Orissa as a mere source of Revenue. But ignorance of the existing institutions and the Maratha economic system were their initial handicaps.⁷ For that reason only they brought

5 W Hunter, op. cit., vol. I, p. 194.

6 K.M. Patra, Orissa under the East India Company, p. 320.

7 N. Sahu, et. al., History of Orissa, p. 371.

about drastic socio-economic changes in Orissa and the people silently suffered the miseries imposed upon them by a Government which little understood their problems.

All these sufferings of the people resulted in the Paik Rebellion of 1817 which was not a political movement rather a socio-economic one and was first of its kind in the history of British India. Imposition of Bengal Revenue Regulation, steady replacement of Oriya Zamindars by non-Oriyas, rapid deterioration of the economic condition of the Oriya Zamindars and the peasants, the tyranny and exploitation of the clerical staff, the soaring prices of essential commodities etc., led to this Rebellion.⁸ Only after this outburst, the government tried half-heartedly to experiment a few of the measures for educational and social development in Orissa.

However, then education could hardly touch the mass as it was only confined to the members of the Royal family, the rich and the upper caste, thereby creating a gap between the learned few and the general public. Therefore there were a few great names in the field of learning and literature in the pre-British days.⁹ At that time most of the people were illiterate, which compelled

8 Ibid., p. 380.

9 K.C. Jena, The Ascendancy of the British Raj in Orissa, p. 91.

them to face the misery imposed upon them by the foreign government as well as the privileged class of the society. Despite that, people of Orissa did receive their education, though in small numbers, in different centres of learning of the then society as late as the 1830s.

The education imparted in those days was totally indigenous in nature. Modern education started in Orissa only after the possession of the British. The missionaries were the pioneers in this field and the government merely followed them after a considerable delay. But, lower standard of education, fear of conversion and conservatism of the orthodox Hindus were mainly responsible for the failure of the missionaries to produce an educated middle class in Orissa. In fact, the British were the father of modern education in Orissa but the aim of the missionaries and that of the Government, in this regard, were quite different. The authorities of the East India Company established some schools and started imparting English education to create English speaking 'baboo's who would help them to run their administration and who could be appointed into some low salaried jobs or manage to bridge the communication gap that existed between the few English master and large mass of subjects. On the other hand, the missionaries took the lead in the matter with a view to

accelerate the process of conversion of Indian Hindus and Muslims to Christianity.

The Oriyas neither supported the Government nor the Missionaries in the field of education. But this did not mean that they were opposed to education as such, rather they wanted the continuation of their indigenous schools, i.e. the Mathas, the Pathasalas, the Madrassahs, the Tols and the Maktabs. Contrary to that, the Government supported indigenous education only for some years and afterwards tried to spread Western education in Orissa. This remained the social condition of Orissa as late as 1857, when power was transferred to the Crown. And in the field of education she remained in a backward state while universities were being established in India at that time.

Condition of Orissa after 1857

In this way by 1857-58, education in Orissa was mostly indigenous in nature. Report of the then Inspector of Schools, E. Roer, confirms this fact as follows - there were many Tols or higher schools in which Pandits were educated in Sanskrit Lore.¹⁰ Only primary education had advanced a few steps while secondary as well as higher (collegiate) education were totally in a neglected condition by that time.

10 General Report on Public Instruction in the Lower Provinces of Bengal Presidency, 1857-58, p. 115.

Within such a situation, after a few years of the Crown's Rule, the people of Orissa suffered a lot due to the havoc caused by the natural calamities of 1866. The Naanka Famine of 1866 paralysed completely a crippling economy in Orissa. The ignorance of the people of Orissa due to lack of education was one of the major factors which aggravated the crisis in 1865-66.¹¹ However, this in turn squeezed the gap that existed among different castes of the then society to some extent. While previously caste prejudice and conservatism stood on the way of progress of education in Orissa, after that disaster of 1866, growth of education, development of communication, increase in the volume of trade and commerce gradually diminished the economic and intellectual backwardness of the people of Orissa.

The consecutive sufferings of this famine and that of the flood of 1866 opened the eyes of the Oriya leaders who thereafter tried to do something to recover their fellowmen from that miserable condition. British system of education gave them a big hand in this regard as it acquainted them with western ideas, beliefs etc. and indirectly made them aware of their own condition. It gave them scope to reorient their ideas and outlook, as never before, which

11 N. Sahu, et. al., op. cit., p. 407.

was reflected in the literature of that period. Most of the writers during the same period took literature as a medium of social reform and as a result of that the nineteenth century literature of Orissa marked a definite chapter in the history of socio-literacy life of the province.¹²

It was felt that political consciousness in Orissa had not percolated to the level of common man in the 19th century mainly on account of lack of education and was restricted to the elite class.¹³ Lack of education had made the people intellectually backward. Gradually, the establishment of printing press, publication of periodicals, journals and establishment of different cultural institutions helped general consciousness to grow. All these factors created a powerful conscious educated class in Orissa;¹⁴ who worked hard for social upliftment of Orissa along with the development of Oriya language and literature.

Thus at the turn of the century the emergence of an elite class and the growth of a powerful vernacular press gave rise to a purposeful and organised national consciousness in Orissa. In the field of journalism, literary pursuits

12 N. Samantray, History of Oriya Literature, pp. 221-24.

13 P.K. Mishra, The Political History of Orissa : 1900-1936, p. 113.

14 S.C. Patra, Formation of the Province of Orissa, p. 74.

and historical writings educated elites of Orissa projected the spirit of Oriya nationalism in an inspiring manner.¹⁵

Likewise, during this period in Orissa as elsewhere in India, social movements as well as the growth of national consciousness were facilitated mainly due to two factors: first, the rise of a middle class intelligentsia, and secondly, the growth of mass media like press etc.¹⁶

Influence of Modern Education in the 20th Century

Downward filtration theory, Grants-in-aid system, payments by results system etc. did not enhance the condition of education in Orissa towards the beginning of the 20th century. However, due to considerable public awareness the orthodox people of Orissa, who opposed the spread of Western education at the beginning, started demanding for that opportunity.

In 1903 the Utkal Union Conference was established by Madhusudan Das, with a view to amalgamate the Oriya speaking tracts under one administration and to improve the socio-economic conditions of the people through education and industrial undertaking.¹⁷ When Gopabandhu realized that

15 N. Sahu, et. al., op. cit., p. 417.

16 K.M. Patra, Orissa State Legislature and Freedom Struggle, 1912-47, p. 3.

17 P.K. Mishra, op. cit., pp. 54-55.

National Movement would be impossible without the spread of education among the people. He started several schools at various places. He devoted himself to educational experiments at the school of "Satyabadi", established in 1909, with the help of a batch of youngmen from 1916 onwards.

By that time, the dominance of non-Oriyas (mostly Bengalis) in the field of education and the neglect of Orissa by the Bengal - centred British administration was obviously marked. The people of Orissa faced many problems due to the presence of these rivals. The Bengalis who had adopted English education much earlier than the Oriya fellows became successful in different competitions for any profession. The disadvantage of being a modern educated Oriya was felt most deeply in regards to competitive jobs where usually the Bengalis and the Telugus had a much better chance owing to their mother tongue being an official language in their respective presidencies, i.e. in Bengal Presidency and Madras Presidency respectively. Being minorities on linguistic basis the Oriyas in those presidencies suffered a lot. On the other hand, in Orissa this feeling of negligence was aggravated when Bengali officers and scholars tried to substitute the Oriya language by Bengali. Since the Government employees in Orissa were

mostly non-Oriyas and Bengalis, Oriya language did not receive any patronage from the authorities.¹⁸

All these created an embittered relationship between the Oriyas and the Bengalis. It resulted in the Oriya movement in terms of a language agitation, during which the problems due to political dismemberment of Orissa were deeply felt. Oriya elites in a bid to safeguard Oriya language and Oriya culture memorialized the Government to amalgamate the scattered Oriya speaking tracts under one administration.

This however implies that, by that time education had certainly turned as a stepping-stone to the black-coated jobs. Like other Indian, people of Orissa then wanted the spread of Western education as it ultimately fetched them the means of their livelihood. That is why statistics show that by 1900, the people of Orissa, which is predominantly an agricultural country where only 4 per cent of the people live in towns,¹⁹ had also adopted various occupations, as follows:²⁰

18 N. Sahu, et. al., op. cit., p. 417.

19 S. Mishra, Economic Survey of Orissa, vol. I, p. 3.

20 Orissa Survey and Settlement Report, 1890-1900, p. 123.

	Districts			Total
	Cuttack	Puri	Balasore	
Class A Government service	37,000	13,000	10,000	60,000
Class B Pasture and Agriculture	1,126,000	561,000	826,000	2,513,000
Class C Personal service	125,000	44,000	22,000	191,000
Class D Preparation and Supply of materials	373,000	200,000	95,000	668,000
Class E Commerce, Transport and storage	46,000	12,000	10,000	68,000
Class F Professional	67,000	43,000	16,000	126,000
Class G Indefinite and Independent	334,000	147,000	100,000	581,000

These approximate figures clearly show that till 1900 though majority of the Oriyas were under class B occupation, i.e. pasture and agriculture, a considerable number of them were in Government services, in business and in other professional services. It was interesting to note that the Karan caste, which constituted only 4 per cent of the entire population were mostly in Class A, E and F, as most of them could read and write.²¹

²¹ Ibid.

Though monopolization of the Bengalis in most of the Government services harassed the Oriyas who wished to go ahead with their higher education, the spread of that education in Orissa was followed by far-reaching consequences. Oriyas also became available for high posts in various jobs due to the progress of collegiate education. This can be marked clearly from the following data. By 1901, out of the 94 graduates of the Ravenshaw College, 14 were pleaders, 13 were Deputy and Sub-Deputy Collectors, 21 were teachers, 13 were government and private ministerial officers, one was a professor, one was a Munsiff, one was a Deputy Inspector of Schools, and 3 were sub-Inspectors of Schools.²²

Regarding girls education, the widely prevalent culture of education of women got a severe setback during the Muslim rule and thereby remained confined to a few cultured families. Even prior to the advent of the British education of girls was almost considered as a sin. The decline in their literacy was so rapid after the 18th century that by the beginning of the 19th century hardly one woman in hundred could read and write. However, this condition gradually improved afterwards and it was found that increase in the number of girls in case of higher education was much more than that of primary or secondary education.

22 Utkal Dipika, 24 August 1901.

Meanwhile, people of Orissa became aware of the problem of illiteracy and strongly demanded for the expansion of qualitative as well as quantitative education. The number of institutions along with the student strength increased thereafter. Though it was not so remarkable still then, education had advanced a few steps by 1926-27. Table I will show the number of students by 1926-27.

The figures in Table I show that while the percentage of male students had increased in 1926-27 than 1921-22, the percentage of the girls had remained the same. Irrespective of that an increase in the total percentage can be clearly marked from this table. This indicates that girls' education during the above period had not increased. To overcome this shortcoming the Government tried to open some more institutions for the girls though girls' education was costlier than that of the boys. More provisions were made to popularise co-education, which would indirectly increase the literacy percentage. It was also marked by that time that the number of girls in boys' institutions was much more than their number in institutions exclusively meant for girls. For the encouragement of girls' education, Government had to bear more expenses for girls than the boys. From Table 2, the costlier nature of girls' education can be clearly marked.

TABLE - 1

Number of children of school going age to number of children
at school in various districts of Orissa.²³

Districts	Number of children of school going age			Number of children at school			Percentage of children at school to children of school- going age			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Cuttack	1921-22	142,381	136,820	309,701	74,956	15,222	90,844	52.4	9.5	29.3
	1926-27	142,381	136,820	309,701	76,577	15,745	92,322	53.6	9.4	29.8
Puri	1921-22	68,332	74,416	142,748	29,264	5,419	34,683	42.8	7.2	24.2
	1926-27	68,332	74,416	142,748	32,068	5,843	37,911	46.9	7.9	26.6
Balasore	1921-22	69,918	77,157	147,075	35,658	8,203	44,461	50.9	11.4	30.2
	1926-27	69,918	77,157	147,075	36,084	8,129	44,213	51.6	10.5	30.06
Sambalpur	1921-22	58,184	60,236	118,420	13,434	2,652	16,086	23.0	4.4	13.5
	1926-27	58,184	60,236	118,420	19,321	3,907	23,228	33.2	6.5	19.6
Angul	1921-22	13,304	14,083	27,387	7,196	1,922	9,118	54.0	13.6	33.2
	1926-27	13,304	14,083	27,387	6,645	1,237	7,882	49.9	8.8	28.8
TOTAL	1921-22	352,619	392,712	745,331	160,508	34,684	195,192	45.5	8.8	26.1
	1926-27	352,619	392,712	745,331	170,695	34,861	205,556	48.4	8.8	27.6

23. Third Quinquennial Review on the Progress of Education in Bihar and Orissa, 1927, p.134.

Table 2

Annual Cost of Education borne by Government per Student
in different Schools of Orissa, 1926-27 (24)

Types of Schools	Cost of Education borne per	
	Girl	Boy
High School	Rs. 100	Rs. 46
Middle English School	52	22
Middle Vernacular School	25	15
Primary School	6	5

On the other side, though Orissa remained as an appendage of the Bengal Province till 1912, limited educational facilities manifested itself in the lack of political consciousness among the people of Orissa. Political dismemberment was the main impediment for this backwardness of Orissa. For this reason not only the economic resources of the country remained scattered causing great inconvenience for the Government in tackling natural calamities like famines, and floods, but also large provincial establishment of Bengal, Madras and the Central Province faced difficulties

²⁴ Annual Administration Report of Bihar and Orissa, 1926-27, p. 48.

in dealing with these linguistic minorities.²⁵ Government was quite aware of these administrative anomalies but was doing nothing to sort out this problem.

The people on the other hand, continued their struggle for the unification of all the Oriya speaking tracts. Therefore, after much agitation Sambalpur was amalgamated with Orissa in 1905 on language basis and after seven more years the new province of Bihar and Orissa was created in 1912. This again created many problems for the people of Orissa Division as they had nothing in similar with the Biharis. But they had to live with such an adverse situation not for one or two years but for fourteen years. In the meantime Gandhiji launched the National Movement for freedom. A number of Oriyas jumped to this struggle along with their leaders. Undoubtedly, the Oriyas joined to the mainstream of the National Political Life, but regional need was their immediate goal for which they fought whole-heartedly. At the end, after a prolonged delay the struggle of the Oriyas and their leaders was rewarded with the creation of the new province of Orissa, being separated from Bihar, in the year 1936. Thus Orissa became the first linguistic province of British India having six districts.

25 N. Sahu, et. al., op. cit., p. 430.



In spite of all these political disturbances literacy percentage in Orissa increased slowly though it was negligible compared to other contemporary provinces. Western education at last became successful to eradicate illiteracy in Orissa to some extent.

Table 3

Literacy Population in Orissa, 1911-1931²⁶

Year	Total Population			Literacy Population		
	Male	Female	Total	Male	Female	Total
1911	2,476,284	2,655,469	5,131,753	281,474	12,611	294,085
1921	2,350,793	2,618,080	4,968,873	300,442	19,362	319,804
1931	2,549,251	2,756,891	5,306,142	334,920	24,433	359,353

From the above table it can be interpreted that while in 1911 the male literacy percentage was 11.37, female literacy percentage was 0.47 and the total was 5.73, by 1931, the corresponding figures rose to 13.14 per cent, 0.89 per cent and 6.77 per cent respectively. This shows the upward trend of literacy percentage in Orissa though the increase was very low.

26 Census of India, 1911, vol. V, pp. 46-47; 1921, vol. VII, pp. 49-50; 1931, vol. VII, pp. 106-7.

This was the social condition of Orissa at a time when she became autonomous.

Impact of Education on Society in the new Province of Orissa

At the time Orissa became autonomous it was considerably backward in socio-economic field. Because, Orissa being an agricultural state majority of her population depended entirely on farming. Only a few of the Oriyas had adopted some professions. This accounted for the poor economic condition of Orissa. Besides, Orissa had a large percentage of backward population which caused many social and economic problems. This quality structure of the population on the one hand accounted for inadequate, inefficient and even wasteful exploitation of resources and on the other imposed heavy responsibility on the state to incur large expenditure on social, educational and other ameliorative measures to improve the condition of the backward classes. Therefore, Lacey in his Census Report of 1931 has reported that "the Oriyas love of learning is overshadowed by the aboriginals neglect of it".

Otherwise Orissa was literally sound even compared to Bihar. The Census Report of 1951 states that the coastal division which formed the important portion of Orissa Administrative Division of the old Bihar and Orissa

Province was said to have a long standing pre-eminence in the sphere of literacy over the other Administrative Division of Bihar and Orissa.²⁷

In the political field, after 1936. the people of Orissa fought more vigorously with the leaders of the National Movement for freedom. Once the regional need was fulfilled in 1936, Orissa plunged headlong in the freedom movement in the post-1936 period.²⁸ Therefore, the post-1936 period's socio-economic and political progress was profoundly stimulated by the progress of education. The leaders also began to think that unless illiteracy was eradicated Orissa would continue as a disgraceful feature. They vehemently demanded for better and more facilities in the Legislative Assembly. However, though the desired objectives remained far from attainment, experiments were carried on to improve the matter.²⁹

It can be marked that the condition of education towards 1947 was somehow satisfactory though not outstanding. As education fetched the people with a variety of jobs, people of Orissa like their other brethern, gradually

27 Ibid., 1951, vol. IX, part I, Orissa, p. 399.

28 P.K. Mishra, op. cit., p. 220.

29 J.K. Samal, History of Education in Orissa : 1905-36, pp. 203-4.

demanding for the provision of better facilities of education. Parents wished their children to be educated so that they could earn their livelihood. Education not only fetched them their livelihood but also gave them a special status in the society. This was also one of the factors which made education more popular among the people of Orissa. All these factors were responsible for the increase in the number of scholars in various stages of education as may be seen from Table 3.

From Table 3. it is clear that the number of students both male and female has gradually shown an upward trend in all the three stages of education in Orissa throughout the 1940s. Still then, the percentage of literacy by 1947 was not remarkable. Because, along with other factors here it can be said that, majority of the people of Orissa were living in rural areas who never thought education as a bare necessity for them, as they did largely depend upon agriculture.

Despite of that it can be remarked that Western education had profoundly influenced the socio-economic and political life of the people of Orissa, starting from the end of the nineteenth century up to the end of the Rule of the British Crown.

Table 3

No. of Scholars at Different Stage of Education in Orissa, 1941-47³⁰

Year	Colleges		High Schools		Middle Schools		Primary Schools	
	Male	Female	Male	Female	Male	Female	Male	Female
1941-42	1,281	50	12,821	1,194	22,988	3,186	2,21,021	62,512
1942-43	1,193	56	12,949	1,196	21,580	3,204	2,09,635	63,626
1943-44	1,375	84	14,618	1,610	21,986	2,804	1,94,554	61,746
1944-45	2,333	132	15,393	1,677	20,890	2,986	1,83,296	56,988
1945-46	2,685	149	17,568	1,897	23,247	3,264	1,79,216	58,497
1946-47	3,118	155	21,832	1,940	24,836	3,745	1,85,914	64,156

30 Quinquennial Review of Orissa, 1942-47, p. 7.

Conclusion

Orissa being an agricultural state agriculture was the lone occupation of majority of its people. Most of these people were uneducated and illiterate from the ancient time as they never considered education as one of the bare necessities for them. At the time the British occupied Orissa, only a few of her people did get their education which was totally indigenous in nature. Therefore, during the British Rule the Orissa Division never got the enlightened opportunity geared up to promote public welfare as most of the Oriyas were uneducated. The British officials took the advantage of this illiteracy and exploited them. Therefore, first few years of their administration ruined the basic structure of socio-economic development in Orissa. As they wanted to establish a class of English landlords in Orissa, the institution of zamindari got a firm hold in British administration and the poor Oriyas suffered the exploitation of those so-called zamindar group.

The sole cause behind all these sufferings and miserable conditions was the illiteracy of the people. They were not aware of how to ventilate their grievances in front of the Government. There was also no public organisation to galvanize a callous Government to dynamic action. Gradually,

the spread of Western education gave them a helping hand in this regard. It opened their eyes and public awareness against political dismemberment began to grow slowly but steadily. The Vernacular Press and socio-political organizations articulated vigorous public opinion. Oriya elites became aware of the sufferings of their fellowmen. They tried their best for social upliftment of Orissa through eradication of illiteracy. This new class of intelligentsia appeared slowly but gradually with new hopes and aspirations after getting their education from English schools. Their prolonged agitation was rewarded at the end with the unification of all the Oriya speaking tracts under one administration in 1936. Thereafter the people of Orissa associated themselves whole-heartedly with the National Movement for freedom.

Thus, Western education which got much opposition at the beginning in Orissa, later on got heavy public demand for its spread and development. Because it made the people of Orissa conscious of their own miseries, acquainted them with Western ideas and beliefs, helped them to be politically united, helped them in their social upliftment, fetched them a wide range of profession besides agriculture, bettered their economic conditions, gave them a special status in the

society and last but not the least, helped the people of Orissa, who remained scattered as minorities under the shadow of other big provinces, to be united with the creation of autonomous Orissa in the year 1936.

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CHAPTER 6

CONCLUSION

Administration of the British Crown in Orissa from 1858 to 1947 brought about a number of reformatory changes in the history of Orissa. Instead of the earlier policy of laissez faire, the Government immediately adopted a more active system for social upliftment of the down-trodden masses of Orissa. Consequent changes in the method of administration of revenue, police, justice, irrigation projects, education and communication, among other things, indicate a spirit of reform throughout the Crown's Rule.¹

But an ominous future was stored for Orissa at the beginning of the Crown's rule. Within 8 years of its rule, Orissa fell a victim of the Naanka famine of 1866, which of course changed the fate of Orissa. Isolation of Orissa from the rest of India was not the sole cause of this famine rather the socio-economic experiments carried on by the Government were the main factors behind this adverse effect. However, after 1866-67 following the recommendations of the Famine Commission, the Government took up a number of

1 J.K. Samal, Orissa Under the British Crown : 1858-1905.
p. 355.

ameliorative measures for the benefit of the people of Orissa. Besides other social services, education of Orissa also became able to draw the time and attention of the British Government. Therefore, various striking changes can be noticed in regards to the development and spread of education in Orissa during the period taken up for this dissertation.

Though educational policy of the British Government began with the Minute of Macaulay (1835), which was perhaps the most momentous decision in the history of British India,² in Orissa education remained neglected for a considerable period of time. Whatever progress had been made by 1858 was mainly due to the generosity of some of the British officials and a few missionaries. Therefore, considering from different angles it may be said in conclusion that the fifty-five years rule of the East India Company had left no sign of progress in Orissa.³

When power was transferred to the British Crown in 1858, the condition of education in Orissa was in a state of great distress and was far away from any satisfaction. The following can be listed here which retarded the growth

2 P. Griffiths, The British Impact on India, p. 232.

3 S.C. Padhi, British Relation with the Chiefs and Rajas of Orissa, 1803-1958, p. 194.

of education in the first half of the 19th century⁴

- (1) Conservatism of the people;
- (2) Unpopularity of English education;
- (3) No incentive for English education; and
- (4) Non-availability of textbook.

Orissa under the British Crown

During the period taken up for this study Orissa has undergone three political phases, i.e. it remained as an appendage of Bengal as late as 1912, then it was with Bihar till 1936 and became autonomous thereafter. This has categorically influenced the progress of education in Orissa to a great extent. Besides that political movements of this period like, the Utkal Union Movement for the amalgamation of the Oriya speaking tracts under the canopy of one administration and the National Movement for freedom launched by Gandhiji, have also influenced the progress of education in Orissa.

The post-1858 period witnessed heavy public demand for the spread of English education in Orissa. For example, the people of Balasore petitioned several times for an English school in their town, though the prayer was turned

4 H.K. Mahtab, ed., History of the Freedom Movement in Orissa, 1857-1911, vol. II, p. 107.

down.⁵ With the growing acquaintance through the medium of English education, new ideas of liberty and freedom instilled to the mind of the people of Orissa.

Regarding the impact of Western education, it has been appropriately remarked that the English education opened the gates of new thought to the mass of educated Indians.⁶ This was also true for the people of Orissa. In course of time, as everywhere in India, the politically conscious leading elites of Orissa began to think of social changes in the wake of Western education. They tried to convince the people regarding the problem of political dismemberment of Orissa, and fought for this whole-heartedly. The local efforts to achieve religious, social and political reform began to combine into organized movements with adherents scattered throughout several provinces.⁷

Thus, during the political insurgencies of the twentieth century, the importance of education as a tool of reform and national regeneration was deeply perceived in Orissa as elsewhere in India. This in turn influenced the socio-economic conditions of the people. And in the background the socio-economic conditions of the people. And in the

5 K.M. Patra, Orissa under the East India Company, p. 321.

6 Lajpat Rai, Young India, p. 114.

7 C.H. Heimsath, Indian Nationalism and Hindu Social Reform, p. 131.

background of socio-cultural progress, one finds slow and gradual unfolding of an educational system covering different sections of people.⁸

Brief Past History of Orissa

The great kingdom of Kalinga (Orissa) shattered into several regional kingdoms after the death of her last Hindu king Mukundadev in 1568 A.D. The sway of either the Mughals or the Marathas failed to restore the political unity of Orissa. The East India Company then conquered it in a piecemeal manner in 1803 A.D., for which the Oriyas remained as a minority group in other big provinces and Oriya language faced an uphill task in its struggle for survival.⁹ The poor Oriyas on the other hand, silently suffered the problem of dismemberment due to lack of public enlightenment. The British Government then separated Orissa from Bengal and placed it with Bihar to form a new province in 1912. The formation of this province of Bihar and Orissa, in 1912, was an unexpected political development since the Oriya-speaking people had never thought of such a set-up, nor they had ever asked for it.¹⁰ The Oriyas,

8 J.K. Samal, History of Education in Orissa : 1905-36, p. 203.

9 N.K. Sahu, et. al., History of Orissa, p. 430.

10 P.C. Panda, British Administration in Orissa : 1912-36, p. 120.

henceforth, continued their demand for the separation of all Oriya-speaking tracts. And after a period of brisk activities, the long cherished dream of the Oriya-speaking people became a reality on 1 April 1936, when she became autonomous on linguistic basis in British India.

Educational Development in Orissa till 1857

Already it has been pointed out that education in Orissa was quite ancient in origin and was totally indigenous in nature till the British advent of Orissa. By that time primary education was imparted in Pathasalas while higher education was obtained only by desirous vidyarthi in the Tols. Secondary education was completely absent in the then society. Even higher education of ancient Orissa was completely different in all aspects than the modern term of collegiate education. This was the state of education in Orissa when the British possessed it in 1803 A.D.

The British established themselves in Orissa as merchants, as they were doing in other places of India and followed a policy of non-interference in the national system. Regarding the administration of Orissa, the East India Company immediately adopted the system prevailing in Bengal which caused distress among the people of Orissa.

It also brought about drastic changes in the socio-economic field of this far off province, which ultimately resulted in the Paik Rebellion of 1817.

In the field of education the Government was following a policy of laissez faire whereas the missionaries became the pioneer in the spread of modern education in Orissa. But various causes debarred them from producing a group of middle class intelligentsia in Orissa. The Government, on the other hand, only helped private efforts in the spread of vernacular education in Orissa, in order not to hurt the sentiments of the orthodox people. Gradually a few schools were also opened by the Government, here and there, as a preparatory step towards the spread of modern education in Orissa. In the meantime, the famous Despatch of Wood came into forefront in 1854, for the development of education in India. But this did not produce any immediate effect in Orissa till the end of the Company's Rule.

Thus, education in Orissa was totally in a disheartened state at the end of 1857. And the people of Orissa suffered silently the miseries imposed upon them by this foreign Government owing to their illiteracy and lack of awareness. Therefore, at that time they were in a backward state compared to their brethern of Bihar and Bengal.

Education in Orissa from 1857 to 1947

Though power was transferred to the Crown in 1858, it did not influence the administration as well as the socio-economic condition of Orissa immediately. And education remained neglected till Orissa fell a victim of the Great famine of 1866. Only after that the sufferings of the people of Orissa came to the notice of the British Government who in turn tried out a few schemes, half-heartedly, for the progress of education in Orissa. Thereafter some striking changes took place in the history of education in Orissa.

Primary Education

During the period under review, for the spread of primary education Government devoted most of its time and energy. Not only the number of schools increased with the establishment of some new schools, but also those which were already existing were reorganized. Though primary education was not made compulsory for all, still then efforts were made for the spread of primary education to the masses. A considerable number of freeships and scholarships were awarded to poor and needy students as well as girl students. For the qualitative growth of primary education some of the existing schools were abolished and some were promoted to the standard of middle schools.

According to the recommendations of the Hunter Commission, Government wanted the spread of primary education at the cost of higher education, and more emphasis was given on the quantitative as well as qualitative growth of primary education. Thereafter Bills were introduced in the Legislative Council for the progress of primary education. But either only a few of the suggestions were carried out or experiments remained confined only to a limited area. For example, though in 1918 the Bill regarding free and compulsory education was introduced in the Legislative Council of Bihar and Orissa, it was only applied in the Banki Union of Cuttack district . The Primary Education Committee of 1923 also suggested for free and compulsory education which was the only way of contracting illiteracy of masses. But primary education could not be made compulsory by the Government within the period under review.

The new Government of Orissa took up many measures for the improvement and consolidation of primary education in the state, which consumed a few more years before bearing any fruit. Therefore, while there were 22,448 primary schools with a student strength of 623,427 by 1912,¹¹ it

¹¹ Annual Administration Report (Bihar and Orissa), 1912-13, pp. 95-96.

stood at 7,569 and 279,924 by 1936-37¹² and by 1946-47 it stood at 6,615 and 250,070.¹³ Though the number of girls receiving primary education was not outstanding since then, their number was much more than the previous years. By 1947, there were in all 9,283 girls in primary institutions totally meant for girls, while there were 55,647 girls in boys' schools.¹⁴

These inconsequences marked in case of primary education were caused mainly due to the problem of wastage and stagnation, which again in turn was caused by many factors. One of those factors was the problem of single teacher schools. By the end of the period under review there were as many as 3,351 such schools in Orissa.¹⁵ It will be inappropriate to think that the Government was not aware of this acute problem, rather it tried to overcome this barrier in order to increase the percentage of mass literacy. Appointment of trained teachers, tight supervision, curricular changes etc., were a few of the steps taken in this regard.

12 Quinquennial Report on the Progress of Education in Orissa, 1937-42, p. 1.

13 Report on the Progress of Education in Orissa, 1947-48, p. 14.

14 Ibid., p. 16.

15 Ibid., p. 14.

But in conclusion it can be said that all the efforts made by the Government for the spread and development of primary education in Orissa did not yield much fruit as it was expected to do.

Secondary Education

Secondary education with its modern aim and meaning was not at all there in ancient Orissa. However, following the footsteps of the missionaries, the Government tried to establish a few such schools in Orissa. But after the initial starting, Government withdrew itself from the direct management of these schools and left it on the hands of private agencies. Government continued to rely mainly on private enterprises assisted by grants-in-aid and abide by certain rules. But, the grants-in-aid system did not work well in Orissa owing to meagre grant-in-aid system and lack of private enterprise.

The number of secondary schools however, continued to show an upward trend. With the popular demand of English education the number of Middle English Schools increased, thereby decreasing the gap that existed between the educated few and the general public. An increase in the number of High Schools was also marked in this period under review.

In 1936, the new Government faced some problems regarding the administration of secondary education. By that time the nomenclature used for secondary education in both the parts of Orissa was quite different. So it consumed some years to unite both the prevailing system of secondary education and to prepare a common syllabus for all the secondary institutions of Orissa.

For all these reasons while there were only 14 High Schools, 53 Middle English Schools and 37 Middle Vernacular Schools in the Orissa Division by 1912,¹⁶ the number stood at 32, 122 and 47 respectively with 9,490, 12,492, and 5,824 pupil in them by 1936-37¹⁷ and by 1947-48 it rose to 106 High Schools and 286 Middle Schools with 27,113 and 33,423 pupil in them.¹⁸ But it can be said here that though towards the end of the period under review, secondary education in Orissa was far from satisfactory compared to other provinces, the qualitative growth of secondary education was remarkable to some extent.

16 Progress of Education (Bengal), 1911-12, Subsidiary Table VIII, p. 72.

17 Report on the Progress of Education in Orissa, 1936-37, p. 12.

18 Ibid., 1947-48, pp. 17-19.

Higher Education

Higher education was there in the history of ancient Orissa which was completely indigenous in nature. The modern term of collegiate education started in Orissa, for the first time, only in 1868 when college classes were opened in Cuttack Zilla School. In 1876 a college was established at Cuttack by the then Commissioner, T.E. Ravenshaw and it was renamed after him. It remained the solitary Government institution in Orissa to impart purely collegiate education to men and women till 1936. There was of course provisions for girls' higher education and these facilities were available in the Ravenshaw Girls School.

More and more facilities gradually began to be available at the Ravenshaw College which caused the increase in the number of students. It was also marked that the number of girls increased slowly and more and more girls became interested for higher education in comparison to boys, though their number was low compared to the latter. Co-education also gradually gained popularity.

In the post-1936 period the higher education again showed an upward trend with the establishment of the Utkal University in 1943. But henceforth though the number of institutions increased, the number of students either began to fall or remained stagnant. Lack of adequate

facilities for higher study, lack of library facility, poor standard of English teaching, costly nature of higher education were some of the factors which caused the decline in student strength.

By that time education had already turned as a stepping-stone to any job. Since higher education in Orissa neither led to any employment nor helped the Oriyas to get suitable executive jobs, the Oriyas never hankered after that. Again all the Government jobs being monopolized by the Bengalis did not encourage the students of Orissa to aspire for higher education. However, in comparison to primary and secondary education of Orissa it can be said in brief that higher education was the only field, in the history of education in Orissa, where remarkable progress has been achieved during the period taken up for this study. But it was far behind the progress already had been achieved by the Bengalis or Biharis.

Many a factors were equally responsible for this slow progress of education in Orissa, which can be summated as follows:

Causes which retarded the Growth of Education in Orissa

- (1) Orissa remained scattered under different provinces for a long period of time and was subjected to different types of rules and regulations.

- (2) The people in Orissa were so conservative that they had deep-rooted distrust of any idea which was new. Therefore, the Headmaster of Puri English School has pointed out that "The inhabitants of the town chiefly consists of the priests of the temple of Juggernath, to whom a knowledge of the Shaster is more important than the English language."¹⁹
- (3) As such there were no good Oriya teachers by that time and the Bengali teachers did not turn up to Orissa due to lack of communication.
- (4) Lack of encouragement among private agencies due to the meagre grants-in-aid system in Orissa.
- (5) There were no good textbooks available in Oriya language, and the Government in order to overcome that shortcoming introduced Bengali textbooks in some schools. The Vernacular education in Orissa also suffered due to the same problem.²⁰
- (6) From the letter of Setton Karr, to the Government of Bengal, dated 19 October 1860, it is clear that Government services were just like will-o-wisp

19 Quoted in H.K. Mahtab, ed., op. cit., p. 116.

20 Ibid.

for the Oriyas, as all the chief subordinate offices, civil, fiscal and judicial were occupied by the Bengalis.²¹ This did not encourage the people of Orissa for higher education.

(7) Lack of lady teachers and adequate facilities for girls education was mainly responsible for the backward condition of girls education in Orissa.

(8) The Government was doing partiality with Orissa.

Regarding finance, the Report of the Commissioner to the Secretary, Government of Bengal, G.F.

Cockburn, in 1859 states that "lacs and lacs of rupees have been spent in almost every division of Bengal, except Orissa." Besides, while administrative developments in other parts of India followed more or less a general pattern of elaboration and improvement, Orissa seems to have been left singularly neglected and thereby denied of many advantages.²²

(9) For the spread of secondary as well as higher education, Government relied mainly on private bodies, which was lacking in Orissa.

21 Ibid.

22 K.M. Patra, op. cit., p. 317.

- (10) Most of the pupil faced financial problems and the high rate of tuition fee compelled them to forgo their studies.
- (11) While the meritorious and desirous Oriya students put an end to their collegiate education, lack of restrictions encouraged some Bengali students to avail this opportunity of higher education.
- (12) Frequently occurring natural calamities like flood, famine etc. have also retarded the growth of education in Orissa. It has been seen that for centuries in the past wars and decimating climates were dealing havoc to the people of Orissa almost uninterruptedly.²³

Besides the above factors, the outbreak of World Wars, political movements of the pre-1936 and post-1936 period, lack of adequate facilities for higher study, emphasis on English language as the medium of instruction etc., retarded the spread of mass education in Orissa.

However, in conclusion it can be said that though modern education or western education or English education in Orissa was quite delayed, it had rescued the Oriyas from a number of disadvantages. It has helped in the emergence

23 Census of India, 1951, vol. XI, part I, Orissa, p. 121.

of a powerful elite group, being supported by the Vernacular Press who continuously fought for the political dismemberment of Orissa and were rewarded at last with the creation of the Province of Orissa in 1936. It also bettered the socio-economic conditions of the people of Orissa to a great extent as it provided them with a variety of professions, thereby giving them a special status in the society. It saved the Oriyas most of whom were peasants, from the clutches of the so-called zamindar groups. And last but not the least, it gave the people of Orissa a separate status in the history of British India.

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