CHAPTER-II

EDUCATION IN ORISSA. 1850-1900.

Orissa, during the period under review, contained the four regulation districts of Balasore, Cuttack, Puri and Sambalpur and one non-regulation district of Angul. The areas which constitute modern Orissa, besides the above mentioned five districts, were scattered under different political jurisdictions. The major part of these areas remained under a number of small chiefs who ruled in their inaccessible areas but acknowledged British suzerainty. The Northern Orissa contained the coastal districts of Cuttack, Puri and Balasore which have been considered for the study.

Although Orissa had been under the British administration since 1803, the education in the province was not as good as the other provinces of equal importance by 1866. The extremely backward state of education was mainly due to the indifference of Company’s government. There was total absence of any attempt on the part of the government to provide people with the means of education, even though vast sums were annually extended in other parts of Bengal. On the negligence of the government to develop education, Dr. E. Roer, the Inspector of Schools, South-West division said; “It is to be regretted that no new educational operations can be carried out, for Orissa is at a disadvantage situation compared with other districts. For the whole of Orissa, with an area of 52,995 square miles and a population of 4,534,813 souls, less is expended than for the small district of Howrah with an area of 800 sq miles, and a population of 7,50,000 souls.”

Another factor for the slow growth of education in Orissa was the miscalculation of the government of the province. After their occupation the Company government had treated this province on the lines of Bengal. As in the case of revenue administration, so also, in the field of education, the same kind of treatment was shown to the districts of Puri and Cuttack that were known by that time as Orissa. But this was a mistake because both the provinces were at different stages of development at that time. Their

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40 Samal, J. K., History of Education in Orissa. Calcutta. 1984, p 1
problems varied in many directions and dimensions. Bengal under the Mughals had prospered in education and the progressive measures put it in a much higher and take-off stage. And when the Europeans came to Bengal, it gave them an opportunity to move further and modern education was inculcated throughout Bengal. Unfortunately, Orissa was joined with such an advanced province and as a result, her problems could not be properly projected.

The history of education in Orissa after the British occupation starts with the initiative taken by the missionaries stationed at Calcutta. The main aim of these missionaries was to preach the natives the words of Jesus Christ. The missionaries prepared the Oriya letters and printed the first Oriya Bible in 1804. The New Testament was translated in 1809 by Pandit Mrutyunjay Vidyalankar. This translation was possible due to the efforts of three missionaries namely Mc.Carry, Marshman and Ward.\(^{42}\)

The Company Government at Calcutta gave their full support to the missionaries as they were driven by the idea of exposing the natives to modern ideas and knowledge. Though the ideas of modernising the natives were partially correct but the practical expediency had compelled them to do this in order to hegemonise the natives and continue their economic exploitation of India. With this in view, in 1813, the Charter Act contained a clause enacting that, "a sum of not less than a lakh of rupees in each year be set apart and applied to the revival and improvement of literature and the encouragement of learned natives of India, and the introduction and promotion of knowledge of Science among the inhabitants of the British territory in India."\(^{43}\)

This was a major policy commitment on the part of the East India Company government in the field of expanding education in India in general and their Eastern possessions in particular.\(^{44}\)

However, there was no immediate growth of education after the Act in India and Orissa in particular. From their year of conquest till 1822, the British officers and

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\(^{42}\) Samantray, N, History of Oriya literature, Bhubaneswar, 1964, pp 5-7

\(^{43}\) Act 53, Chapter 155, Clause 43

\(^{44}\) Sharp, W. H., Selections from Educational Records,, p-29.
missionaries did not take any interest in any other field of education except the Bible and literature connected with it. The books published during this period included the Bible of William Carrey, a poetry book of one hundred pages written by a Bengalee Christian, a book criticising Lord Jagannath, a primary Oriya book and a small dictionary. The Company government had used their strength to draw the people to the ideas of European culture and for this end in view they started the gospel in a bigger scale. They had distributed two lakhs copies of different books on the subject of Christianity in forty languages of India\textsuperscript{45}. The share of Oriya language was negligible compared to the other languages, particularly Bengalee\textsuperscript{46}.

The first systematic step by the East India Company was taken in 1822-23 to spread education in the Madras Presidency. The natives were shy about the western education and government desired that as far as possible the natives be associated with the spread of education. It was found that the condition of educational institutions was depressing and teachers were not well paid and there was lack of interest among the students to come to the school. The school fees varied from one anna to four annas per month and it was difficult to produce books and other infrastructure required for the school. The government wanted to open a few schools, at least in each Tahsildary. To motivate the teachers, the salary was raised from one rupee to fifteen rupees a month. But one major handicap in the growth of education was the non-availability of teachers. So in 1834, the number of schools was only three with the strength of 154, 258 and 276 in them\textsuperscript{47}.

After the Paik Rebellion in 1818, there was a change in the attitude of the local people towards education. The English system of education was slowly accepted by the natives. There was rising hostility against the Bengalees and growing appreciation for the missionaries\textsuperscript{48}. The missionaries had opened a few schools and they had proved successful. The mission school in northern Orissa was opened on 1\textsuperscript{st} June 1822. And after that the government took over the responsibility of fifteen native schools.

\textsuperscript{46} Mansingh, N., History of Oriya literature, New Delhi, pp 170-172.  
\textsuperscript{47} Jena, K. C, History of Modern Orissa, p 126.  
\textsuperscript{48} Peggs, James, A Brief History of general Baptist Mission in Orissa, p389.
between 1822 to 1823. There were four new schools in Cuttack town in 1823. The response from the public was good and there were 350 boys and 70 girls in these schools.\(^{49}\)

On 31st July, 1832, the then government constituted the General Committee of Public Instruction for enlarging their educational programme. On October 1832, the Cuttack English Charity School was founded. This was a major development in the history of the missionaries in Orissa, and their contribution to the field of education and literature. Hereafter, the missionaries stayed in Orissa, published Oriya books and waged constant war on illiteracy and ignorance. Between June 1822 to December 1823, they founded 13 mission schools and enlarged their activities beyond the town of Cuttack\(^{50}\). In 1823, there was an amendment to pay more attention to schools in rural areas. This was conducive for the missionaries to spread their activities and schools were opened in remote areas". The work of the missionaries became easier after 1833, when the government issued a character offering financial help and freedom to spread education.

As a result of these changes, the missionary activities in northern Orissa were more fruitful. The American Baptist mission confined its activities to Sambalpur and Jaleswar, the Roman Catholics preferred Cuttack and Balasore, the Spanish and German missions concentrated their activities in Puri and Southern Orissa. All these missionary activities aroused a new sense of consciousness as never before\(^{52}\). The missionaries encouraged co-education and this played an important role in emancipating women of the province. They trained teachers so that education would have its self-generating momentum\(^{51}\). On 17th July 1823, H.Mackenzye had given a note emphasizing on the extension of education in Northern Orissa and was supported by G. Stockwell, the Commissioner of the Province\(^{54}\). The feeling was that more and more school should be opened in Orissa so that Oriya people could be associated with


\(^{50}\)Peggs, James, op. cit., p 154.

\(^{51}\)Samantray, N. op. cit., p 46.

\(^{52}\)Rath, B. N., Development of education under the British, p 49.

the administration. The Paik rebellion was a eye-opener and it was realized though late, that the situation could have been averted had there been more of Oriya officers in the administration. The large number on non-Oriya officers, who decided the fate of Orissa were responsible for the maladministration and misery of the province. The only remedy was to educate the local people and allow them to participate in administration.

The view of Ricketts, the Commissioner of Orissa were notable in this regard. He said, "I think I may safely assert that there is no place in our dominion where liberality and assistance on the part of government are more called for and I earnestly recommend that the same should be afforded. At the conquest, we found the Ooreahas in a state of great degradation and to our shame be it recorded that our policy was to perpetuate the degeneracy which prevailed among them. . . . the problem could be solved if schools be established and properly attended to, the Ooreahas will soon show that degeneracy is but the usual consequence of misrule". His suggestions were accepted by the Bengal government and Vernacular schools were started in Northern Orissa. This altered the previous policy of the government. In the minute of Lord William Bentick on 7th March 1835, it was said, "the great object of the British Government ought to be the promotion of European literature and Science... and all the funds apportioned for the purpose of education would be best employed on English education alone and imparting to the native population a knowledge of English literature and Science through the medium of English language". As a result of the charter, the first native school in vernacular started on 10th November 1835 at Puri, there were 25 students and they were taught English grammar, Syntax, History and Geometry.

The Wood’s Despatch was another milestone in the history of educational progress in the province. This despatch dated 19th July 1854 was to analyse the history and

55 Ricketts, Commissioner to Sudder Board of Revenue, 7th Decenber 1837, quoted in P. Mukherjee, History of Orissa, p 436.
56 Ibid,
57 Minutes of His Lordship in Council on 7th March 1835, quoted in the Kaye, J. W., Administration of EIC, p 595.
progress of education in the region. It offered a number of valuable suggestions and after that there were a number of changes, which brought the condition of education in this region to a higher position. In 1858-59, there were 30 schools, in 1868 the number was 63 and it rose to 95 in 1870. The period following Wood's despatch, schools started functioning in the remote areas of the province. A school had come at Kendrapara with 35 students; there was a school at Puri with 59 students. Similarly, schools had sprung at Bhadrak, Balasore, Mahanga, Hariharpur and other places.

One obstacle in the educational system was the fee structure of the schools. Even there were cases of students dropping out of schools due to the high fee structure. Ten students had dropped at Kendrapara, 18 at Puri and with much difficulty the students of Bhadrak bore the school fee.

The other problem in the schools was the problem of language and so the educational growth could not achieve its desired effects. The Bengalees argued that teaching in Bengali was easier because of the availability of books and other written materials in that language. As the books in Oriya language were few and printed in small number, the price of books was expensive. And it was not feasible for students to buy books at the expensive prices. Cockburn who succeeded Shore as the Commissioner suggested that books in Oriya should be published in large numbers and to be priced at a lower and affordable rate. By his pioneering efforts he brought to the notice of the Bengal government the negligence and backwardness of the Orissa province and showed the great disparity in the school system of Bengal and Orissa and particularly in the northern Orissa. Considering the haphazard growth of schools in the region he recommended a separate Inspector of schools for Orissa. Cockburn also insisted on government contributions for school buildings as the dependence on exclusive private contributions was not possible in the long run. The recommendations of Cockburn greatly improved the condition of education in the province. The momentum in the spread of education being already laid down, there was a slow but steady increase in the educational institutions in the region in terms of quantity. During the year 1870-

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58 General report on the Public Instruction in the Lower Provinces of Bengal Presidency. 1869, pp149-160.
59 Jena, K. C, Ascendency of British Raj in Orissa, p 114.
60 Mukherjee, P. History of Orissa, p 437.
71, there were 28 vernacular schools in Balasore. The same year, Cuttack had 50 schools with 2755 students and the first girl's school at Cuttack came up. In 1881, there were 25 girls out of whom 4 were Oriyas. Later girls's schools were established at Jaleswar, Puri, Balasore and other important towns. By 1881, the condition of female education was comfortable\textsuperscript{62}.

The following is a statement about schools and pupils in the year 1875\textsuperscript{63}.

<table>
<thead>
<tr>
<th>District</th>
<th>No. of schools</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balasore</td>
<td>217</td>
<td>5,972</td>
</tr>
<tr>
<td>Cuttack</td>
<td>539</td>
<td>10,196</td>
</tr>
</tbody>
</table>

This position in 1885 was as follows:

<table>
<thead>
<tr>
<th>District</th>
<th>No. of schools</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balasore</td>
<td>2,305</td>
<td>37,707</td>
</tr>
<tr>
<td>Cuttack</td>
<td>4,736</td>
<td>65,000</td>
</tr>
</tbody>
</table>

In 1883-84, there were 8,920 primary schools with 10,4953 students on the rolls. The change was in terms of number of schools and students. There was far reaching change in the outlook of the local people. The situation had vastly altered within a few years and people accepted the foreign method of schooling with satisfaction \textsuperscript{64}.

The Zilla school of Cuttack was started in 1851 and in Balasore in 1853. In 1882, there were five such schools and they became the centers of higher education. In 1876, there was the first college in Orissa at Cuttack founded by donations offered. a Normal training school was in 1869 by private persons and the Medical School of Cuttack came into being in January 1875. In 1879, the Maharaja of Mayurbhaj

\textsuperscript{61} Letter of Cockburn to Secretary, Govt. of Bengal, 28\textsuperscript{th} July 1857, Vol I, p 147.

\textsuperscript{62} Annual Report on Education, 1881-82, WRA.

\textsuperscript{63}Jena, K.C, op. cit., p 118.

\textsuperscript{64}Hunter, W.W, op. cit., p 147.
donated Rs.20,000 for the improvement of the Cuttack college and it was renamed as Ravenshaw College. A large number of students were enrolled in these schools and colleges and other educational institutions. Even there was a woman student in the Ravenshaw College in July 1897. These changes in the attitude of the local people could be considered as revolutionary. It was a long way off in 1803 when the company government took over northern Orissa and found that the condition of education in the most deplorable situation. There were many problems thrown from many directions like communal, linguistic, economic and social, creating hurdles. It was fortunate that by the end of the century, most of these problems were over and education in northern Orissa was placed in a satisfactory condition.

PROGRESS OF EDUCATION IN ORISSA, 1850-1900

The progress of education in India between the Wood's Despatch of 1854 and the appointment of the Hunter Commission in 1882 was rather slow. Whatever development was there; it was uneven, and there was imbalance between higher and elementary education, and also the role played by government and private institutions. One of the important constrains in the growth of education was the financial crunch. The Indian Education Commission popularly known as the Hunter Commission, appointed by Lord Rippon in 1882, made many recommendations which influenced the growth of education in the country during the next two decades. The major recommendations of the Hunter Commission were related to the withdrawal of the Government from the management of Higher Education, encouragement to private effort through grants in aid and emphasis on the improvement of primary education.

The Hunter Commission had defined that "Primary Education be regarded as the instruction of the masses through the vernaculars in such subjects as will best fit them for their position in life and be not necessarily regarded as a portion of

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65 Utal Dipika, 27th July, 1883.
instructions leading up to the university. Though the Wood's Despatch was the first deliberate effort on the part of the Government to encourage primary Education but not much success was noticed in this aspect.

Educational development in Orissa took different directions and orientation during the British Period. The changes effected during the colonial rule in the education system were not uniform. It aimed at the furtherance of British hegemony through education in English language. For a knowledge of the education in the province of Orissa before 1850, here is given a brief history of education under the East India Company.

When the British first acquired Orissa in 1803, there was scarcely a single native in the government employment. The language of the court and public offices was Persian. In 1805 orders were passed that all the written communications with the inhabitants of the province be written in Oriya as well as in Persian. This order necessitated the employment of Oriya scribes. In 1821, the Magistrate of Cuttack regretfully reported; "Scarcely a single real Oriya received a salary of more than 10 rupees per mensem, but several were naturalised Bengalis and Musalmans. I always give a preference to Oriyas but at this moment I scarcely know a single Oriya possessing qualification to fit him for being a common scribe." This statement painfully reflects the extent of education in Orissa.

Until 1838, no school worthy of name was listed except in two or three places within the circle of missionary influence. Sir William Hunter wrote, "Through out the length and breadth of the province with its population of two and a half million of souls, all was darkness and superstition. Here and there pundit taught a few lads Sanskrit in a corner of some rich landholders, mansions, and larger villages had sort of hedges 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

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During the Governor Generalship of Lord William Bentinck, English education in India received a great impetus. The long controversy between the Orientalists and the Occidentalists was at length settled in 1835, when the government of Lord William Bentinck decided in favour of English as a medium of instruction. As a result, from 1835 to 1854, the energies of the government of Bengal were directed towards higher and secondary education. Nothing was done to diffuse education among the masses through primary or elementary schools.

It was in 1838 that for the first time, the government became interested in education in Orrisa. The efforts of the Government began with the establishment of English schools or Zilla Schools. An English school and a Sanskrit school were opened at Puri in 1838. In 1841, government opened a higher class English school at Cuttack. Through a good deal of hardship it survived as a principal seat of education in the province. In 1853 an English school was founded at Balasore while the one at Puri was resuscitated.

In 1844 the vernacular education received a new impetus by Lord Hardinge's resolution of October 11 of that year. During his administration two vernacular schools were established in Orissa, one in 1845 and another in 1848. By 1854 the vernacular schools of different grades numbered 8 in Orissa.

In 1854, the Wood's Despatch initiated the modern educational system. Hitherto Public funds had been devoted almost exclusively to government institutions. The goal was henceforth to be the diffusion of education by private efforts. Grants were to be given to private individuals or local committees, provided their schools were adequately maintained. There was to be an inducement to bring private schools

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70 Malley, L. S. O', History of Bengal. Bihar and Orissa under the British rule. Chapter XXXVI, p 120.
under government inspection and so keep up a proper standard. In 1855, the Education Department of Government of Bengal was created to carry out this policy efficiently.  

On the eve of the transfer of power to the crown in 1858, the education of Orissa was in an extremely backward condition, more backward than any other division of Bengal. English education had become firmly established in Bengal and Bihar but not in Orissa. Fifty-five years after the Company’s rule the number of schools throughout Orissa had to be counted by units.

The following table shows the number of schools and the pupils in 1858:

<table>
<thead>
<tr>
<th>Zilla Schools</th>
<th>No. of Pupils</th>
<th>Govt Vernacular Schools</th>
<th>No. of Pupils</th>
<th>Aided Anglo Vernacular School</th>
<th>No. of Pupils</th>
<th>Aided Vernacular Schools</th>
<th>No. of Pupils</th>
<th>Total No. of Schools</th>
<th>Total No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuttak-1</td>
<td>103</td>
<td>10</td>
<td>238</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>112</td>
<td>14</td>
<td>453</td>
</tr>
<tr>
<td>Balasore-1</td>
<td>16</td>
<td>2</td>
<td>62</td>
<td>1</td>
<td>41</td>
<td>2</td>
<td>65</td>
<td>6</td>
<td>184</td>
</tr>
<tr>
<td>Puri - 1</td>
<td>84</td>
<td>6</td>
<td>210</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>55</td>
<td>9</td>
<td>349</td>
</tr>
</tbody>
</table>

From the above table, it can be found out that the extent of education was absolutely limited.

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73 P.I. Report, 1863 -64. Inspector of Schools, South West Division to Director of Public Instructions.
74 30th May 1864.
75 Ibid.
76 Samal, J. K., op. cit., p 240.
After the transfer of Power, there was a positive change towards the progress of Vernacular education. During this period the educational authorities realized the pitiable and negligent status of education in the province. By the order of Government on 18th February 1860, the funds available from the abolishment of aided schools could be transferred to the establishment of new schools. The number of aided schools was thereby guaranteed as there were always applications for grants-in-aid.

The incentive of providing scholarships to students for vernacular schools, as elsewhere, was tried in Orissa in 1863. Those scholarships created a keen competition and gave a decided incentive to vernacular education. In 1864, the Raja of Balarampur was permitted to furnish funds for a Sanskrit teachership in Puri Zilla School. The Sanskrit department was opened on 20 November 1865 and was maintained entirely at the cost of the Raja.

Among all these developments, the most notable event connected with the vernacular education during the period was the opening of a training class at Cuttack in 1863 under the superintendence of the Deputy Inspector of Puri and by 1864, there were 23 students under training and on the completion of their study they were appointed in elementary village schools.

The disastrous famine of 1866 in Orissa indirectly contributed for the scope of further improvement of education in the province. T.E. Ravenshaw, who was then Commissioner of Orissa, remarked that Orissa was more backward than any other province under British administration since the beginning of the century. There were in 1867 in all 77 schools of all grades and the number of pupils was 3536. The reasons for this state of things are not far to seek. The main reason being the indifference of the company government. G.F. Cockbum, Commissioner of Orissa, on 21 September 1859 has rightly highlighted this in a memorandum. He pointed out

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76 BGP (Education) March 1863, no. 83, Govt. of Bengal to Govt. of India, no. 1207, 17th March 1863.
78 BGP (Edn.) June 1868, no. 60, Commissioner of Orissa to Govt. of Bengal, no. 523, 20th Sept. 1867.
three factors, first, the oppressive and misrule of Maratha Government till British took over in 1803 and thereby coming late under British control, many years after other parts of Bengal, had experienced the beneficial effects or had laid the foundation for growth. Second, the Government apathy to provide the people with the means of education, though vast sums were spent on other parts of Bengal. Finally, no official encouragement was provided to the people, as people in Bengal were found to be more convenient to carry on the businesses of administration. So the end result was, that education was in its infancy even after a long period of British rule.

This backwardness in the field of education was manifested in the terrible famine of 1866 which demonstrated that how the want of educated persons aggravated the sufferings of the people of Orrisa. T.E. Ravenshaw wrote, "No other province in the Presidency was so deficient of intelligent and public spirited residents who would appreciate the facts bearing on the prospects and means of the people and who could give practical information to the authorities as would have been the case in any district of Bengal proper and in carrying out remedial measures". Government was well aware of the risk of a general want of the enlightenment of the people. After the famine, a policy of progress was adopted for the material and moral improvement of the people of Orissa.

To fill up the vacuum created through the negligence and backwardness of educational development in the province, various systems of educational methods were adopted. For a broader understanding of the various stages of education, a section wise discussion is undertaken in this section. Taking the primary education, we will analyse the village Pathashala system of Bhudeb Mukherjee.

There existed numerous Pathasalas or elementary village schools throughout the length and breadth of the country. On the eve of the British annexation of Orissa, most of them did not conform to the standards prescribed by the education department. The mode of teaching of village schoolteachers was primitive and in some respects clumsy. After the assumption of powers by Crown, efforts were made

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79 Ibid.
to develop village *Pathasalas*, to bring them under a prescribed standard and to maintain them. Thus primary education began to spread in Orissa. The lack of well-trained teachers was keenly felt in this endeavor. In 1863, a training school was opened at Cuttack for training teachers in elementary village schools. But due to paying of low salaries and other incentives and absence of proper teaching curricula, nothing much could be expected from them.

With a view to improve the state of vernacular Education, R.C. Martin, the Inspector of Schools, South West Division introduced the village *Pathasala* Schemes of Babu Bhudeb Mukherjee, also called the "Normal School System" in 1867. The objective of the system was to improve the quality of instruction of indigenous schools by training their teachers, and the small financial assistance promised, was nearly intended to induce the teachers to undergo the training course. He suggested that a normal school should be established for the purpose of training the teachers of elementary village schools of Orissa. After the approval of the Government of Bengal, the Cuttack training school was thoroughly re-organized during 1869 in accordance with the scheme of Bhudeb Mukherjee. The school was expected to have an important bearing upon the education of the masses who were in the habit of receiving their only instruction from the *'abadhanas'* of villages' schools.

But the education of the masses did not receive real impetus till 1872, when Sir George Campbell, the Lieutenant Governor, took up the question and gave practical proof of his declaration that the great object was to extend primary education among the masses of the people. In 1872, the indigenous *Pathasalas* were numerous. Writing on those inspected primary schools, the Deputy Inspector of Balasore said, "In a length of time extending over 10 or 12 years the Children learn to read, write and to know a little of simple arithmetic. The method of imparting instruction by the teacher, in stead of developing the mental qualities of the children, invariably spoils where it cannot destroy those qualities. The relation of an *'abadhan'* to his pupils, instead of being that of father to child is made to be that of a task-master to a slave,

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80 Ibid., May 1868, no. 52, Inspector of Schools, South West Divn. To D.P.I, no. 633, 9th August 1867.

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the endeavor of the one being as much to scourge as is that of the other to deceive and avoid.\textsuperscript{81}

To correct the lacunae, Sir George Campbell made a substantial attempt to establish a good system of primary education of the simplest character. The main features of his scheme were as follows:

The money granted should be used to encourage and develop in the villages the "reading, writing, arithmetic in the real indigenous language and character of each province". The Lieutenant-Governor did not think it necessary to employ highly trained masters on higher salaries. He rather wanted to give money as a grant-in-aid to "men of purely indigenous school master class". But each was required to keep as a school according to local standards, and submit it to inspection and examination. For such purposes an allowance of Rs.2 or 3 per month was considered sufficient, especially in places where the village or landlord other party interested was willing to make up the remainder of the necessary Rs.5 Pathasala grant.\textsuperscript{82}

**Campbell's Scheme of Primary Education:**

The real purpose of the education of imparting knowledge and literacy among the masses did not achieve its desired results under the first scheme. A real impetus came to the education of masses in 1872, when Sir George Campbell, the Lieutenant Governor, took up the question and gave practical proof of his declaration that the great object was to extend primary education among the masses of the people.

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\textsuperscript{81} P.I. Report, 1871-72, p 377.
\textsuperscript{82} "Ibid., 1872-73, p 1
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Campbell's scheme also provided for the creation of primary school scholarships on the lines of Government Scholarships for University and other minor examinations. "It was presented that with the development of primary school scheme, or larger share of the scholarship grant would be allotted to Pathasala Scholarships".

The scheme also had pondered over the issue of training to the indigenous schoolmasters. So for this objective, training classes were organized under "normal school system" to impart training to the teachers for middle vernacular as well as primary schools.

The primary education scheme, coming into operation in 1872, began subsidiary village schools. Before the end of 1872, in Balasore and Puri Districts, 213 new Pathasalas were brought under control, with an attendance of 4,471 pupils, but little was done in Cuttack district. In spite of the initial hesitation, it was declared on all heads, in course of time, that the progress of primary education was highly satisfactory. In 1872 out of 4,364 Pathasalas only 182 with 1,710 pupils were

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84 RAB, 1872-73, pp 156-160.
subsidized". In 1874 the number of subsidized Pathasalas rose to 832 with 15,497 Children. In 1875, there were 868 aided Pathasalas with 16,436 Pupils.

There was no doubt that newly aided Pathasalas introduced improvement over the old indigenous Pathasalas in several aspects. It had assured the permanency of the grant and discipline it brought to the system. Comparing the improvement shown by the three districts, the Joint-Inspector placed Balasore first and Cuttack last. Balasore stood first because it had the largest member of trained "gurus": Out of a total of 189, a number of 155 gurus went through some kind of training. In Cuttack, on the other hand, 274 out of 435 gurus received no training.

Though the wisdom of spending large sums of money in subsidizing Pathasalas was recognized, yet the new scheme was not free from drawbacks. The greatest drawback was that the people refused to pay their usual fees to those gurus who received aid from Government. Another defect was that the system aimed at quantity, but not quality. Hopkins, the Inspector of Schools, remarked, "Much remains to be done to improve these Pathasalas in terms of the system of instruction, mental ability and the method practiced in the schools."

In order to remove the second defect, an improvement in the curriculum of the primary school was effected. A course of study for primary school was prescribed in April 1875. It laid down standards for primary scholarship examination. It was decided that the standard would be gradually raised as the Pathasalas improved.

The Midnapur System.

This system was also called the system of payment by result. Payment by result was also cheaper than the system at stipends. The observation of Joint-Inspector of schools can be presented here, "while the average rate of aid to each

87 Ibid, para 173.
88 Ibid, para 175.
89 Ibid, 1873-74, p 22.
*Pathasala* in Bengal was about Rs.25 a year, little of which was thought to find its way to the pocket of the guru, in Midnapur the average yearly rate was Rs.7, which at any rate was a clear gain” 90.

The Midnapur system of dealing with primary education was introduced into Balasore district in March 1877 and Cuttack district in November 1877. This was a system of aiding schools in proportion to the quality and quantity of their work as ascertained by the results achieved by their pupils at formal examinations. It naturally involved the institutions of tests which provided a basis upon which the rewards payable to gurus might be equitably calculated. The scheme of tests also enabled the pupils to compete for the scholarships and prizes placed within their reach. For convenience of examinations, every district was accordingly marked out into circles and sub-circles. Sub-Inspector used to conduct pass examination each in his own circle under the general control of a Deputy Inspector.

The Midnapur system proved to be a complete success by 1878. In 1878, the number of primary schools was 794 and the number rose to 2,091 in 1877, and to 4,569 with 51,329 pupils in 187891. The Joint Inspector of schools said that the system of payment by result had passed the experimental stage92. It was introduced into the sunder sub-division of Puri District in 1879 and in Khurda, too93. In 1880 there were 5,464 aided primary schools with 61,654 pupils in Orissa and un-aided schools were 1,272 with 12,891 pupils94. The grant of monthly Government subsidiary to a Pathasala had the effect of weakening its hold on the people. They diminished their contribution towards its support in direct proportion to the amount of subsidy. This was the main cause of the change from the stipend to payment by result system.

Another step towards the advancement of Primary education in Orissa was the appointment of Chief Gurus and inspecting Pundits. These systems were originally started by Bhudeb Mukherjee. In 1879, the Chief Guru System was adopted in Orissa.

91 RAO 1876-77, para 102.
92 P. I. Reports 1878-79, p 19.
93 Ibid. 1879-80, p 47.
and inspecting Pandit system in 1880\textsuperscript{95}. The Prime objective of appointing these officials was to provide supplementary help in the work of the sub-Inspectors, who were over burdened with the work as central examiners under the payment by result system. So the primary objective of inspection and monitoring of the schools were weakened because of serious shortage of manpower. And to appoint newer sub-Inspectors would also entail an increase in the expenditure and which will go up in the coming years. So the appointment of Chief Gurus and Inspecting Pandits afforded the best solution to the difficulty. In 1887, the number of Chief Gurus and Inspecting Pandits employed in Orissa was 92\textsuperscript{96}.

The Chief Guru was a teacher of a school and he visited other schools within his reach. The returns or reports of his visit to the schools were submitted to the sub-Inspectors and kept the latter constantly informed at the state of each primary school. The Chief Guru was the medium through which orders and notices were conveyed from the department to the schools. In this way he also rendered valuable assistance in collecting statistics and organising central examinations for rewards.

On the other hand, the role of the inspecting Pandit was that of a miniature sub-Inspector and he only inspected schools much larger in area than the Chief Guru. But both of these functionaries discharged their duties and responsibility successfully in their respective areas.

**Classification of Primary Education in the province:**

The schools formerly designated as 'Lower Vernacular' and classed as secondary schools, were included in the primary education under the name of "Upper Primary Schools", in the year 1881. The 'Primary Schools' of the previous years had, in consequence, become 'Lower Primaries'. The Lower Primary schools in 1881 were 7,621 with 86,395 pupils and the upper primary schools were 149 with 3,757

\textsuperscript{94} Ibid, 1880-81, p 72.
\textsuperscript{95} RAO, 1880-81, para 261.
\textsuperscript{96} P. I. Reports, 1887-88, para 36.
pupils\textsuperscript{97}. The nomenclature of lower primary and upper primary in the primary education continues till today with changes in the methods.

\textbf{Recommendation of the Education Commission of 1882.}

Lord Rippon, the Viceroy of India, in February 1882, appointed a Education Commission of Enquiry whose "duty should be to inquire into the manner in which effect had been given to the Despatch of 1854 and to suggest such methods as it might think desirable, with a view to more completely carrying out the policy laid down therein."\textsuperscript{98}. The Commission had W. W. Hunter as president and better known as "Hunter Commission". Its recommendations largely determined the future progress of education in India\textsuperscript{99}.

The Hunter Commission report touched upon different stages and aspects of the system of education in India. Regarding primary education the Commission recommended: "That while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country to declare the elementary education of the masses, its provision, extension and improvement to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than here before, and that possesses an almost exclusive claim upon local funds set apart for education, and a large claim upon provincial revenues."\textsuperscript{100}

Regarding the method of payment by results for extension of primary education, the Commission left it unaffected. The Commissioner pointed out that the defects of the Bengal system were the comparatively low standards in which school subjects were taught, the extremely poor qualifications of the bulk of teachers and the

\textsuperscript{97} Ibid., 1882 – 83, para 206.
\textsuperscript{98} Reprot of the Indian Education Commission, 1882, pp 1-2.
\textsuperscript{99} Ibid, pp 3.
\textsuperscript{100} Ibid, p 86.
inadequate provision for the proper inspection of the schools. They suggested that attempts should be made to remove these defects.

But the diffusion and efficiency of primary education, however, largely resolved itself into a question of financial provision. From the beginning it had been obvious that adequate aid to village schools demanded funds which the Government could not supply. Already, about eight lakhs of rupees a year was being spent in Bengal upon elementary instruction. Sir Augustus Rivers Thompson, the Lieutenant-Governor, proposed to increase the allotment to eighteen lakhs. He was prevented from giving effect to his intention. The Government exchequer already crippled by its dependence upon the financial contract in 1882, was called upon to relieve, the widespread distress caused by the great sea-wave which inundated parts of Orissa in the neighborhood of Puri and by the floods of Ganges which devastated the districts of Nadia and Murshidabad.

To make best use of funds available, the Lieutenant-Governor thought fit to do something possible, as no additional funds was forthcoming. The Commission had advised not only expansion of primary education, but also improvement of elementary schools. Expansion demanded increased expenditure, and funds were scarce. Improvement, on the other hand, might be effected by concentrating upon promising schools and withdrawing from feeble ones.

Accordingly, a Government resolution on Education called a halt to the proposed new expenditure. It said,

"It is not the wish of the Lieutenant-Governor (Sir Augustus Rivers Thompson) to discourage the establishment of new schools in districts where there number was still small in comparison with the extent of the country and population; but there can be no doubt that in many districts the development of the system of primary education had already reached if in some it has not actually exceeded the limits compatible with sound administration, and it is desirable that in these districts

101 Ibid.
102 Stark, Herbert. Alic, Vernacular Education in Bengal, pp 129 - 130.
there should be no further extension for some years to come. The consolidation and improvement of existing schools should now be the main object of local officers, and search for old and indigenous schools should be generally abandoned.\textsuperscript{103}

Keeping in view the above resolution, some measures were taken in 1886 to improve and consolidate primary education. A thorough revision of the course of instruction in both lower and upper primary schools was undertaken to make it more meaningful for the students. The use of printed books in aided schools was made obligatory and every school seeking a reward was required to have a roll of at least ten pupils, to keep attendance and inspection registers and to have been in existence for not less than six months.\textsuperscript{104}

As it was expected, there was a prompt decline in the number of schools. The figures below indicate the number of schools that fell off in each district. However, there was almost no decrease in number of pupils attending the schools.\textsuperscript{105}

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Schools in 1885</th>
<th>Number of Schools in 1886</th>
<th>Pupils in 1885</th>
<th>Pupils in 1886</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balasore</td>
<td>2,260</td>
<td>1,922</td>
<td>35,803</td>
<td>33,865</td>
</tr>
<tr>
<td>Cuttack</td>
<td>4,623</td>
<td>3,932</td>
<td>61,296</td>
<td>61,371</td>
</tr>
<tr>
<td>Puri</td>
<td>2,462</td>
<td>1,717</td>
<td>23,005</td>
<td>25,834</td>
</tr>
<tr>
<td>Total</td>
<td>9,345</td>
<td>7,571</td>
<td>1,20,104</td>
<td>1,20,070</td>
</tr>
</tbody>
</table>

In Puri district the diminution was partly due to the scarcity prevailing in tracts adjoining the Chilika Lake. However, in a great measure the lower primary schools which were in a rudimentary stage were sacrificed to the new rules. The desire for learning had become so deep in those days that loss of students in the fallen off schools was compensated by the increase of students in the existing ones.\textsuperscript{106}

\textsuperscript{103} Ibid, p 130.  
\textsuperscript{104} Ibid, p 132.  
\textsuperscript{105} RAO, 1885 - 86, p 49.  
\textsuperscript{106} Samal, J. K., op. cit., p 262.
Secondary Education:

Secondary Education, though not accurately defined, is a stage which lead up from primary to collegiate courses. The quality of higher education depends upon the standard in secondary schools, since these schools are feeders to the colleges. It is the main gate of entry to the public services in the lower grades. The Hunter Commission, hence, was to examine the quality and character of instruction of secondary education.

Secondary Education in India had little indigenous foundation. It was exotic, introduced for the most part by the Government and the missionaries. From the beginning, it was received with enthusiasm by the educated classes.

The Hunter Commission made 23 recommendations for the improvement of secondary education. The major recommendations referred to: first, bifurcation of studies: second, transfer of secondary education to aided private agency: third, grants-in-aid and scholarships and, fourth, the medium of instruction in secondary schools.\(^{107}\)

In all of the secondary schools, English was not only taught as a language but was also the medium of instruction except in some of the lowest classes. They were called higher English schools. The Despatch of 1854 laid great stress on the promotion of secondary education through the encouragement afforded to private enterprise by the grants-in-aid system. The rules of grants-in-aid were framed and considerable budget provision for associating private enterprise was made every year.\(^{108}\)

In 1872, there were three Higher English schools, 11 Aided Middle English schools, one unaided Middle English school, 21 Middle vernacular schools, 18 Aided Middle vernacular schools. The total number of students taught in these schools were 2,527.\(^{109}\)

\(^{108}\) Ibid, 1863-64, Inspector of Schools to DPI, 30\(^{th}\) March, 1864.
\(^{109}\) Ibid, 1871-72, pp373-379.
But in 1877, an important change was effected when all Middle English schools were placed on a vernacular basis. This is to say that, it became the rule that the vernacular was to be the medium of instruction. The textbooks were to be in the language of the people and English was to be learnt merely as a language. This order of constituting Middle English schools as a vernacular basis, was intended to have a two-fold result. In the first place, those pupils (and they were the majority) whose education went no further should at any rate receive sound instruction in their vernacular, whatever their English requirements might in addition be. But in the second place, it was hoped that, by this assimilation of the constitution of English and vernacular Schools, a number of the latter category would be encouraged to add an English class. In course of time, when they were sufficiently advanced, they would be turned into Middle English schools. Again, when, the resources of a Middle English school fell off, it might for the time drop its English class and wait for better days. Thus, it would become a middle vernacular school in stead of perishing utterly.

This manual convertibility of English and Vernacular schools was greatly helped by the scholarship rules of 1882. Under these schemes, students were allowed from all middle schools whether styled English or Vernacular to avail scholarships. There was, therefore, no reason why strong middle vernacular schools should any longer content themselves with teaching vernacular only.

With the declaration of Government Resolution of 29th July 1878, the prospects of secondary education were further improved. The declaration mentioned that the proper duties of deputy inspectors were the immediate personal inspection of secondary schools and the general supervision of primary education through the agency of sub-inspectors. Secondary education, held the first and topmost place in the duties of the Deputy Inspector which resulted in the increased number of visits paid by the officers to the secondary education.

By 1882, Secondary education had not made substantial progress in Orissa. By then there were only 6 High English schools, of those Ravenshaw collegiate school...
and the Balasore and Puri Zilla Schools were supported by the Government. The Cuttack European and Lokannath Schools were maintained on the grant-in-aid principle. The Cuttack Academy was a private school. The middle English schools numbered 23 with an aggregate of 1,411 pupils. Nineteen of these were grant-in-aid and four private schools. Of those 13 were supported by Government, one was a private school and the rest were maintained on the grant-in-aid principle.

From the above information, it is thus clear that the operation of grant-in-aid system failed to elicit adequate private effort in the spread of education. Here it had to contend against poverty and conservatism of the people. But few secondary schools came up by this system, in spite of these obstacles. The reasons are not far to seek as the two incentives to English education imparted in secondary schools were the increased prospects of lucrative employment and the chances of obtaining a University career by means of scholarships given at the entrance examination.

The purpose of Indian Education Commission of 1882 was to suggest ways of securing the rapid expansion of secondary education for the entire India. As a suggestive measure the commission held: the view that Government ought to withdraw from the field and encourage private enterprise as largely as possible. It was of the opinion that the relation of the state to primary education was different from that of secondary education. It was the duty of the state to provide primary education, recourse being had to statutory compulsion if the people showed unwillingness to be educated. Consequently, it was the duty of the state to provide primary schools not only in places where the people asked for them, but also in all places where they were necessary. Secondary Education on the other hand, did not have such a permanent claim upon the state. Government was not under an obligation to provide it directly although it was bound to encourage all such efforts as the people would make to educate themselves.

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111 J.K. Samal, op.cit., PP 271-272
112 P.I. Report, 1863-64, Inspector of schools to D.P.I., 30th May, 1864.
The Commission, therefore, recommended that secondary education should be provided on the grant-in-aid basis and government should withdraw as early as possible from the direct management of the secondary education. The Government of India, accepting its advice, declared that its policy was to supplement the limited funds of the state by calling for the every available private agency.

Keeping in view the suggestion of the Commission, the government of Bengal formulated its policy, where in, higher and secondary education were to be developed by local bodies and private agencies. Government was to withdraw from the direct control of secondary schools, with one important exception viz., it would maintain a limited number of institutions to serve as models and keep a high standard. It would retain control, by means of the inspection of all public institutions and otherwise would confine itself to the distribution of grant-in-aid. This policy governed the progress of secondary education is Orissa during the remainder of the period under review.

Another new scheme of vernacular education in the secondary education was introduced in the year 1902 which specified that Indian boys were not allowed to learn English till they had been well grounded in their mother tongue.

Another noteworthy event in the history of secondary education was the issue of orders in 1903 to the following effect. After 1904, the middle scholarship examination ceased to be held as public examination. Instead of this process, private examinations were arranged by teachers and managers of schools. The promotions from class to class in schools were decided by the masters and managers subject to the control exercised by the inspecting officers of the education department.

The emergence and rapid growth of private schools after the Education Commission report of 1882 can be observed in the other provinces of India. But the

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113 Nurullah Syed, History of Education in India, pp 299-300.
116 P. I. Reports, 1903-04, pp 120 - 123.
growth had been very slow in case of Orissa. Here the government and the Commission committed a mistake of generalization by taking and equating Orissa as parallel to other provinces of the country. The special circumstances of Orissa were not taken into consideration when the educational policy was framed. The private enterprise did not give adequate response to the new institutions unlike other provinces. The general backwardness of Orissa compared to other provinces of Bengal, in terms of economic backwardness especially, should have been taken into consideration. Another factor which was grossly overlooked was the sluggish and negligent growth of education during the East India Country’s rule of the province. As a result, the progress of Secondary Education by 1905 was deplorable. There were only 12 high schools, with 2,394 pupils and 82 Middle English schools with 4,244 pupils.\textsuperscript{7}

COLEGIATE EDUCATION:

In the field of collegiate education, the growth is much spectacular than the other sectors of education. The most important achievement of the period for 1858 to 1905 was the establishment of a college in Cuttack in 1868. The desire for collegiate education found expression when the proposal was made for raising the Government Zilla school at Cuttack to the standard of a collegiate school. The Cuttack Zilla school, one of the prestigious ones that time and the strength of the school had more than doubled during the last 5 years preceding 1864. This too was in the face of one first class mission school with the aid of Rs 150 a month and several other English schools of minor pretensions.\textsuperscript{8}

The growing importance of the Cuttack high school promoted the school committee to press the necessity of establishing at Cuttack a college as atleast a

\textsuperscript{17} Quinquennial Administrative Report, Orissa, 1900-1901, 1904-05, paras 182, 183.
\textsuperscript{18} P.I. Report 1864–65, p 258.
collegiate class under the Calcutta University. E. Burton, the Secretary to the Committee, wrote, "The Committee sincerely trusts that it will not be long before this institution which promises fair to become the first institution in importance in the province of Orissa, is converted into a college. The boys of Orissa labour under peculiar disadvantages. They came up to the entrance examination and there is an end to their educational career. The want of a college tells severely on the boy's subsequent career, such a want is prejudicial to the result of the entrance examination also. The boys that read the entrance course do not exhibit same degree of zeal in their studies as they should, and why? Because they know fully well that it matters not much to them whether they pass or not....."

H. L. Haarison, the inspector of schools, agreed with the Committee. He said, "I have inspected the division that while I fully admit the hardship under which educated persons labour in Orissa and regret that a career beyond the entrance examination is practically closed to them. I do not think the time has yet arrived by the institution of a college there, that is to say, that the number of students would be too limited to justify the expenditure which it would involve. An experiment on a low scale might be made but cheap experiments are nearly always failures" 120.

But, the results of Cuttack Zilla School of 1865 and 1866 came out successfully. W. W. Hunter, the inspector of schools, expressed great satisfaction with the results. He wrote, "This stands unquestionably first among the educational institutions of Orissa, having the largest number of candidates at the entrance examination. The number may not sound great contrasted with the result obtained by schools of the advanced Bengal districts, but comparing the work done with the difficulties attending the doing of it, the Cuttack school deserves unqualified praise". He concluded that the time had arrived for the promotion of collegiate education in Orissa 121.

120 Ibid, 1864 - 65. Inspector of Schools. South West Division to D.P. I.
121 Ibid, 1865 – 66.
Considering the views of the local authorities and judging the performance, the Director of Public Instruction recommended the opening of a collegiate class in Cuttack Zilla school, as a preparatory step towards the formation of a college for Orissa. In his letter of recommendations he calculated that the expenses of the proposed collegiate school at Cuttack would be Rs. 13,800 a year at the rate of Rs. 1,150 a month. He, therefore, proposed that the grant of the existing Zilla school should be increased from Rs. 3,616 to Rs. 12,000 per annum, the amount sanctioned for the Gauwati school. The excess of the charge over the increased grant would be met from school fees and other sources of local income.\textsuperscript{122}

The recommendation was favourably accepted by Sir Cecil Beadon, the Lieutenant Governor and in February 1867, he sent it for the sanction of the Government of India. The Lieutenant Governor cited the reason for sanctioning of a Guwahati Collegiate school should also be applicable to Cuttack. He said, "Cuttack is similar to Assam in respect of its distance from any collegiate instruction and it will be seen from the 10th Paragraph of Mr. Ravenshaw's letter of the 12th September 1865, that the Oriyas are quite as average as the Assamese to send their children far from their homes in order to obtain a higher class of education that is afforded by a Zilla School. Many of the Government appointments in Cuttack are also held by Bengalees instead of by the natives of the province and there is an equally urgent necessity for giving it facilities for a higher class of education."\textsuperscript{123}

Realising the necessity and the recommendation of the reports, the Government of India in April 1867, sanctioned for the raising of the grants of the Cuttack Zilla School from Rs. 3,616 to Rs. 12,000 per annum. With the view of placing the institution on the footing of a college of the lower class to supply the means of obtaining University education in the province of Orissa.\textsuperscript{124}

\textsuperscript{122} BGP, (Edn.), February 1867, no. 41., Govt. of Bengal to Govt. of India, no. 799. 15\textsuperscript{th} February, 1867.

\textsuperscript{123} Ibid.

\textsuperscript{124} Ibid.
All these encouraging developments led to the conversion of the Cuttack Zilla School into a High School or Collegiate School in January 1868. The college department consisted of two classes only in which the undergraduate students were prepared to appear at the first examination in Arts. In the beginning, only first year class was opened. Six undergraduates who all passed at the last entrance examination from schools in Orissa joined the class. R.L. Martin, the Inspector of Schools, remarked that if there was no college class at Cuttack, only one of the six would have joined an affiliated college in Bengal and the remainder would have had to content themselves with the amount of learning already acquired125.

In January 1869, the second year class was opened. A Law class was opened at the same time. The monthly fee at College Class was Rs.3.00 and at the Law class Rs.5.00. Thus, at the end of the year 1869, the Cuttack High School consisted of three departments, such as, (1) College department (2) Law department (3) usual classes of a Zilla School.126

The results of the students in the examination were satisfactory as all the six students reading in the first year college class passed the university examination. There were 16 students reading the first Arts Standard in 1869. Of them 6 were second year students and 10 were first year students. It made the authors of the scheme hopeful that the collegiate education would be gradually appreciated by the people of Orissa127.

With the growing and potential trends of educational development in this collegiate school, T.E Ravenshaw proposed in January 1875 to convert the college department of the high school into a college in which the students would be able to complete the entire course necessary for attaining the B.A. Degree. The matter was pressed on the attention of Sir Richard Temple, during his visit to Cuttack in April 1875. He was

125 P. I. Report, 1867-68. Inspector of Schools, South West Divn. to D.P.I.
127 Ibid.
convinced that Oriyas were exposed to much disadvantage by their distance from the presidency college in Calcutta.  

After his return to Calcutta, he wrote to the Commissioner of Orissa that he agreed to convert it into a college on some conditions. These were, Rs.30,000 should be contributed by Government in consideration of an equal amount subscribed locally to meet the expenses of the college. The classes would be opened as an experimental measure for five years. On behalf of the people of Orissa, T.E. Ravenshaw accepted those conditions and the college was opened in January, 1876. It was placed under the able management of principal S. Ager, Late Joint Inspector of Schools in Orissa. The Director of Public Instruction said, "the Cuttack College, properly equipped, will civilise Orissa, as the presidency and other colleges have civilized Bengal and as the Patna College is civilising Bihar."  

The college was a sense of pride for the people of Orissa and in 1878 Krushna Chandra Bhanj, the Maharaja of Mayurbhanj, made a donation of Rs.20,000 to the college as a permanent endowment. And at his request, the name of the college was changed to Ravenshaw College in commemoration of Ravenshaw's services as Commissioner of Orissa.

The real landmark in the educational history of the province took place in the year 1881, when the college which had hitherto been on experimental basis, was placed on a permanent basis. The munificent gift of Rs.20,000 given by the late Maharaja of Mayurbhanj in addition to the previous local contributions enabled the Government to make the institution permanent. A. Smith, the Commissioner of Orissa, said, "The direct administration of Orissa by the British Government dates from the year 1803, and the province has therefore in point of time had half a century less of the benefits of English rule than its more advanced neighbor, Bengal. It is, however, advancing steadily but surely and the constitution of the college is not merely an indication of progress made, but of the establishment to all time of the means of further progress. It

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130 Ibid.
is very unfortunate that Maharajah of Majurbhanj died soon after the realization of the object for which his liberal gift was made”[131].

The law department was attached to the college in 1881. It prepared the students for B.L. examinations. In 1891 M.A. classes were opened.[132]

The college expenses amounted to Rs.21,466 in 1900, of which the boys paid Rs.5,921. The rest were met by the Government”[1].

The establishment of Ravenshaw College heralded a new era in the areas of education and learning. Neglected though, from the beginning of British rule in Orissa, due to empathy of the colonial rule and the backwardness of the people, both socially and economically, the domination of Bengal in all spheres of life was more evident and wide pervasive. The opening of this college had far-reaching consequences which followed after it. The Oriyas were introduced to the treasures of western knowledge for the first time in true sense of the term. This brought dramatic change in terms of new and more useful ideas to the young mind and a new self-consciousness emerged which was reflected and demonstrated in the later period of struggle of independence and the growth of literature simultaneously. The practical consequence was more important as Oriyas were eligible and available for the high posts on account of the spread of collegiate education. This development can be examined through the report of the Ravenshaw College read on 24 August, 1901 in a function.

"During the 25 years of its existence as a first grade college it has taken out 4 M.A.s, 94 B.A.s, and of these graduates, 14 are Poplears, 13 are Deputy and Sub-Deputy Collectors, 21 are Teachers, 13 are Government and Private Ministerial Officers, it is a professor of college, it is a Munsif, it is a Deputy Inspector of Schools, 3 are Sub-Inspectors of schools - 5 are not traceable and 4 are dead. Of these, 4 M.A.s, one is Lady .... upto this time the college had turned out 23 B.L.s.[134].

[131] RAO, 1881-82, para 257.
[133] Utkal Dipika, 24th August, 1901.
[134] Ibid.
This report shows the success of the education in the college in terms of achieving government jobs and other employment hitherto dominated by Bengal's people. But there were some principal obstacles. One, there did not take place a marked increase in the number of students in the college. The number was 38 in 1882\textsuperscript{135}, 97 in 1900 and 75 in 1905\textsuperscript{136}. The reasons for this slow increase in the number of students were first, there were a few High English schools in Orissa. Second, due to the proximity of Midnapur, most of the successful Candidates at the entrance examination from the district of Balasore used to join the Midnapur College. Third, from the year 1896, Orissa was opened by Railways. The improved means of communication attracted some of the most promising students to study in Calcutta, which was still considered to be the best place of learning at that time. Finally, the demands upon the college for the supply of educated young men to recruit the various departments of service in the province were increasing. Consequently, many of them left their studies before taking their degree\textsuperscript{137}.

Technical Education:

Orissa was placed at a disadvantageous position in the areas of technical education, compared to the provinces of Bengal and Bihar. The intending students were put to several hardships on account of the distance from the higher educational institutions. To fill up the gap in this direction an important step was taken when a medical school and a survey school were established at Cuttack. Dr. Stewart, the Civil Surgeon of Cuttack, through his pioneering efforts had displayed great zeal in establishing a medical school at Cuttack. He also made a disinterested offer to undertake the duties both of superintendence and of instructor without extra remuneration if the medical school was established. The need for a local Medical

\textsuperscript{135} P. I. Report, 1881 - 82, p 27.
\textsuperscript{136} Quinquennial Administration Report, Orissa,, 100 - 1905, p 42.
\textsuperscript{137} P. I. Report, 1881 - 82, p 27.
college was also pressed upon the Government by T.E. Ravenshaw, the Commissioner of Orissa, in whose opinion, such a college would contribute materially to the benefit of the province. In September 1875, Sir Richard Temple, the Lieutenant Governor, accorded his assent to the scheme and agreed to provide an annual grant of Rs.3,000 in support of the school.

With the assent of the Lieutenant-Governor, the school was opened on 15 February, 1876 with 38 students. And the medium of instruction was in the vernacular languages. Dr. Stewart completed the translation of "Materia Media" into Oriya and under his supervision the Cuttack Medical School made a promising start.

Sir Ashly Eden, the Lieutenant-Governor visited the school in 1877 and was satisfied with the practical character of the instruction and the rapidity with which Oriyas were overcoming their dislike to European Medical treatment. And the results of the final examination after 3 years course, 14 students appeared in it and all of them, except one, were qualified and considered deserving of diplomas in Medicine and Surgery. Dr. Steward claimed that the people of Orissa could be successfully trained to become qualified and intelligent medical practitioners. In 1886, a female class of the institution was opened.

To monitor the progress of education in the school, the Inspector General of Civil Hospital visited Cuttack Medical School and observed:

"The progress of the school amply fulfills the anticipation formed of it by its original founders. The pupils continue to flock to it every year, so that the superintendent is able now to take only those candidates who have a pretty good general education and about 16 fully trained hospital assistants are turned out every year. Up to present time it seems that the province of Orissa also has been able to...

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139 RAO, 1875-76, para 106.
140 P. 1. Report, 1886–87, para 284
141 Ibid, p 67.
absorb all the pupils turned out by the school, but lately there have been signs of the supply exceeding the demand and this year would have been a difficulty in providing employment for all the passed pupils, had not a considerable number been taken for Burma. From the repugnance which the pupils of other provinces evince to service in Burma, it is not unlikely that the province will find employment for the pupils of the Orissa Medical school for some years to come.\textsuperscript{142}

In 1891, Cuttack Medical School was placed under the management of Surgeon Lieutenant-Colonel J.M. Zorab, and he succeeded Dr. Steward\textsuperscript{143}. Under his able management, it registered 118 pupils including 6 females by 1894\textsuperscript{144}. By 1905, under the management of Dr. Steward and Dr. Zorab, the Cuttack Medical School not only supplied doctors to the several hospitals and dispensaries in Orissa but also trained efficient nurses. Thus, the foundation of the future medical college was laid.\textsuperscript{145}

Another much needed demand was the establishment of a school for imparting instruction in survey. After the assumption of office, T.E. Ravenshaw wrote to the Government of Bengal that the establishment of a survey school in Orissa was absolutely necessary and the Government of Bengal agreed to the proposal and the Cuttack survey school was thus opened in 1776\textsuperscript{146}. Thirteen Students joined it at first and the period under training was fixed for 2 years and vernacular was the medium of instruction. The school was placed under the control of the principal of Ravanshaw College. In the final examination, out of 13 candidates, 12 were successful and found employment as "ameens".\textsuperscript{147}

The Cuttack survey School continued as the only survey school in the province till its conversion into a school of Engineering in 1923.
Female Education:

The female education made a beginning in Orissa under the initiative of missionaries. During the famine of 1865-66 the missionaries established orphanages which subsequently developed into centers of female education. One 'Zenana' association was started by Mrs. Smith in 1869 for educating the married girls of Balasore.

On female education in Orissa the Joint Inspector wrote in 1874,

"If by female education we mean a little reading and writing, there are more educated women in Orissa than perhaps in any other part of Bengal, but if it means good and sound learning, then it must be confessed very little has yet been done, and for some years to come little more is likely to be done in this respect. The people don't object to give education of some kind to their daughters, but the idea of sending them to public schools, to which the public have access and where they may be subjected to the gaze of the public and will have to mix with girls of all classes, is revolting to their feelings and prejudices. Hence it is that while in the Pathasalas carried on in the indigenous method, we often have a few girls writing the alphabets on little pieces of palm-leaf, or with small pieces of chalk upon the ground, we don't find a single Oriya, Hindu or Mohammedan girl of a respectable family in any of our middle or higher class schools.....".

There were nine girl schools, and one 'Zenana' association for the instruction of girls. Of these, five were in Cuttack, one in Puri, and the rest in Balasore and all the schools were aided except one. The aided schools were under the management of the missionaries. The total number of girls under instruction on 31 March 1875 was 967, of whom one was in a Middle English School, one was in a circle school, 12 were in Middle vernacular schools, 834 were in girls' schools. The rest frequented Pathasalas and the Mission normal school at Santipur. It was grossly observed that most of the girls in schools were Bengalis, and a very few Oriyas.

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149 Ibid, 1874 - 75, para 515.
150 Ibid, p 98.
For the first time, girls' schools were classified in the educational returns under the recognized standards of instruction in 1880. The total number of girls under instruction was 2,416 in 1882. Of these, 823 attended special girls' schools which were 33 in number viz. 25 in Balasore, 6 in Cuttack and 2 in Puri. Of these, 20 were under missionary management and the rest were Hindu Girls' Schools, and the best Hindu Girls' Schools were those situated at Balasore, Cuttack and Bhadrak. The highest standard which girls' schools reached in Orissa was the lower Vernacular scholarship standard.

The expansion of female education was, however, mainly due to the encouragement of girls' classes established in primary schools for boys. The Education Commission recommended that mixed schools for boys should not be maintained except under special circumstances. The Government of Bengal opposed the Commission recommendation for the following reasons. First, there could be no doubt as to the success of the mixed schools system in every division of Bengal. Second, the competition between girls and boys in these schools had been of the utmost value in stimulating the progress of both. Lastly, the necessary limitations to the system were found in the fact that girls seldom attended schools after they were ten years old. Up to that age, boys and girls played together. Therefore, there was no reason why they should not also read together. The Government of India did not contest the Lieutenant Governor's views thus expressed. The mixed system, as a result, continued to be in force in Orissa.

Out of the other recommendations, the important one was aiding of girls' schools on easier terms, the grants of 'Zenana' agencies and to local associations, for an increase to the female inspecting agency and the gradual replacement of masters by mistresses. All these proposals were approved of by the Government of Bengal and action was taken on these proposals from time to time.

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152 RAO, 1881-82, pp 62 – 63.
154 P. I. Report, 1883 - 84, para 329.
A Sub-Inspector was appointed in 1887 for Orissa to inspect girls' Schools lying within the limits of municipalities.\textsuperscript{155}

The table below shows the progress of female education.\textsuperscript{156}

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>No. of Pupils</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1894-95</td>
<td>107</td>
<td>5,638</td>
<td>Girls in boys' schools</td>
</tr>
<tr>
<td>1899-1900</td>
<td>111</td>
<td>6,062</td>
<td>Are included.</td>
</tr>
<tr>
<td>1904-1905</td>
<td>214</td>
<td>14,118</td>
<td></td>
</tr>
</tbody>
</table>

But the progress of female education was rather slow and unsatisfactory. The highest standard reached by the girls in Orissa was the middle vernacular scholarship standard. The slow progress of female education was mainly due to some of the inherent reasons. First, the conservative attitude of a great portion of the people about the idea of female receiving education and in the process girls caring contact with boys, teachers and outsiders. Similarly, the education of their female children was a matter of great indifference to a large portion of parents and guardians. Besides, the system of early marriages prevented an almost insurmountable barrier to education beyond the primary stages, the scarcity of educated female teachers and want of adequate state aid and aid from other public funds hindered the smooth progress of female education.\textsuperscript{157}

**Educational Administration:**

The management and administration of educational system underwent several stages and changes with the requirement for the same and the colonial rulers' exigencies. Before the changes introduced by Sir George Campbell, the Control of

\textsuperscript{155} P. I. Report, 1887 - 88, para 22.

\textsuperscript{156} Quinquennial Administration Report, Orissa, 1900 – 01, 1904-05, para 190.

\textsuperscript{157} Review of Education in Bengal, 1897-98 - 1901 -02., p45.
Education in schools of Orissa lay in the hands of the Director of Public Instruction, working through the Inspector of Schools, South-West division and two Deputy Inspectors. The only exception to this was the Zilla School of each district, in respect of which a local committee enjoyed certain limited powers. Of the two Deputy Inspectors, one was in charge of Puri and Angul and the other of Cuttack and Balasore. The relation of the District Magistrate to the schools of his jurisdiction varied entirely with his inclinations. He had no direct educational responsibilities.

But with Sir George Campbell, the whole system of educational administration was remodelled in 1872. It was his method to give a permanent impulse to the cause of primary education among the masses of the people. And he tried to implement it by localizing educational control as far as possible and at the same time by bringing the members of the educational service into closer connection with the executive officers of the Government.

Keeping this in mind, through the Resolution of 30th September, 1872, he tried to put forth his method by handing over the entire control of primary education to the District Magistrate. The Chief authority over education of the higher kinds throughout each district (including the award of scholarships) was also transferred from the management of the professional officers of the department to that of a duly constituted District Committee of which the Magistrate was the ex-officio vice President and the Commissioner was the president. The Deputy Inspectors of Schools and Pathasalas were placed directly under the Magistrate's orders. The Inspectors were relieved of nearly all their administrative functions and were directed to look upon themselves as merely the chief advisors of the Commissioner and (if required) of the Magistrates in all educational matters. A general power of supervision was no doubt given to the Inspectors. They were at liberty and indeed were required to inspect schools of all classes. They were specially to see that the local authorities conformed to the rules and policies of the Government. They had to, at the same time, comply with the demands of the Magistrates.

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158 BGP (Edn.), July 1877, Resolution of the Govt. of Bengal., no. 2061, 20th July, 1877.
159 P. I. Report, 1858-59, Inspector of schools, S. W. Division to D. P. I., 1st July 1859.
160 BGP (Edn.), July 1877, Resolution of the Govt. of Bengal., no. 2061, 20th July, 1877.
time, discharge duties in connection with audit and account. The director ceased to exercise immediate control over the local operations of his department and became an advisor to Government in questions involving educational operations.

The each district committee was entrusted under this scheme with three main functions. They were, 1) The management of the grant-in-aid assignment; 2) The management of the District Government Schools, subject to certain limitations in their power of making appointments; and 3) The distribution and award of primary, vernacular and minor scholarships\(^{161}\).

To reduce the functional burden of the district officers who already held in their hands so many other threads of district administration, Campbell felt it necessary to allow each district chief a special agency to help him in educational duties. His scheme, therefore, provided that a well paid Deputy Inspector should be attached to the head quarters of each districts. As a result, the Deputy Inspector ships in Orissa were increased from two to three, each in charge of a district. Campbell's scheme also attached a Sub-Inspector to each Sub-division educational funds to inspect the primary schools of the sub-division of a district. His function was to administer under the direction of the Sub-Divisional Officer\(^{162}\). Accordingly, 10 Sub-Inspectors were added to the controlling agency of Orissa\(^{163}\).

The primary school system received a favorable encouragement under the Campbells' scheme and the number of schools increased rapidly. But the schools were sparsely scattered over a wide area and could hardly be supervised satisfactorily by the Inspector of the Western Circle, who had, in the Burdwan Division, nearly 35,000 schools\(^{164}\). Besides, Oriya being a distinct language, it was desirable that the Inspector should possess the knowledge of that language for the effective supervision of the Oriya Schools, nearly all of which were in the elementary stage. Consideration of this kind led to relieve the Burdwan Inspector of the minute supervision of Orissa

\(^{161}\) BGP (Edn.), July 1877, Resolution of the Govt. of Bengal., no. 2061, 20\(^{th}\) July, 1877.
\(^{162}\) RAB, 1872-73, pp 158- 159.
\(^{163}\) P. I. Report, 1875-76, p 109
\(^{164}\) Samal, J. K, op. cit., p 270.
Schools, and to appoint a special officer under the title of Joint-Inspector, subordinate to the Inspector of the Western circle, to take charge of these schools\textsuperscript{165}. But the arrangement could not work satisfactory, as the Joint-Inspector was in complete subordination of the circle Inspector with no independent charges of functioning. T.E. Ravenshaw, who was very determined for the advancement of education in this province, was desirous of the plan of independent functioning of the Joint-Inspector. Considering the issue he wrote to the Government of Bengal which acceded to his argument. As a result in 1875, Orissa was separated from Burdwan division and placed under the independent charge of a Joint Inspector\textsuperscript{166}.

The review of the result of the system of educational administration established by Sir George Campbell was done by Sir Ashley Eden in the resolution of 20 July 1877. He acknowledged that the system had several advantages and said, "Much important and useful work had been done. A fund of knowledge had been gained as to the educational requirements of the masses. A great stimulus to improvement was given, and the cause of primary education had been placed on a broad and expanding basis."\textsuperscript{167}

But there were some drawbacks in the new system, in spite of all these advantages. First, the new system had to some extent failed to utilise the accumulated professional experience of superior inspecting officers of the department, partly by encumbering them with formal duties of audit and account and partly by treating them in a great measure, as were advisors and inspectors. Second, for too much was left dependent on the unchecked idiosyncrasies of individual district officers. Many of them had no special task for this branch of administration while all were already fully occupied with the constantly pressing details of their ordinary work. Last, in several respects the principles of the amalgamation were not very clearly formulated, and in consequence, difficulties frequently cropped up.

\begin{itemize}
  \item \textsuperscript{165} BGP (Edn.) October 1874, D.P. I. to Govt. of Bengal, no. 4148, 4\textsuperscript{th} Sept. 1874.
  \item \textsuperscript{166} P. I. Report, 1875 – 76, p 109.
  \item \textsuperscript{167} BGP (Edn. ) July 1877, Resolution of the Govt. of Bengal, no. 2061, 20\textsuperscript{th} July 1877.
\end{itemize}
The Lieutenant-Governor declared that his object was to adjust the educational machinery of the province so as to secure better and more uniform results. He expressed full adherence to the leading principles of the system of educational administration which had been established by Sir George Campbell, namely, the direct control by the Magistrate of primary Education and the closer association of the education department with the executive officers of Government. But at the same time he wanted that primary education should be brought more clearly within the final control of the Head of Education Department and that the services of the Inspector and Deputy Inspectors were to be more fully utilized in the matter of direct administration. He, therefore, decided to settle more definitely the relative positions and duties of the various officers concerned in the educational operations in the state.

As per the guidelines, the controlling agency was revised and strengthened in 1878 by a Resolution of Government dated 29 July, 1878. The new scheme provided for the following arrangements,

The Director was to exercise general control over education of every kind including primary. The primary grant was still to be administered and primary scholarships were awarded by the District Magistrate through his district officers, the Deputy Inspectors and Sub-Inspectors. For the state of primary education in his district, the District Magistrate was still to be held in the first place responsible. This officer was, however, empowered to consult the Joint-Inspector on any matter connected with primary education and the latter, similarly to offer his independent opinions to the Magistrate. The Magistrate was not bound to follow the Joint-Inspector's advice. If differences of opinion arose the question was to be referred to the Director. His decision would generally be final, subject to a reference to Government in certain exceptional cases.

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168 Ibid.
169 D. P. I. to Govt. of Bengal, no. 5 T. 18th June 1878.
By the rules of 1872, the general control of all the secondary schools of a district and the distribution of grant-in-aid allotment had been vested in the District Committee. By the new resolution, the Joint-Inspector was declared to be the Chief administrative officer of the department and was made immediately responsible for the state of secondary education throughout his circle. He was charged with the local administration of the grant-in-aid assignments, and with the supervision and control of aided schools. He was entrusted with the management of all middle and lower class government schools, including the appointment and promotion of their teachers; the selection of text books in all schools other than primary; the examination for award of middle and lower scholarships; the supervision of Zilla Schools, of normal schools, and of Government College and the appointment and promotion of teachers in Zilla Schools.  

The Joint-Inspectors were relieved of the duty of auditing school bills and accounts by the same resolution in order to utilize their services in the best possible way and to enable him to engage himself more closely in the direct control and supervision of schools. These duties were discharged by a department created in the office of the Director.

The Districts Committee functioned by assisting the Magistrate as a consultative council in matters connected with primary education; the committee was to undertake the general supervision of the Zilla Schools, including the maintenance of the building, the financial affairs of the school, and the settlement of questions of discipline that might be referred to them by the Head Master.

The department also had subordinate officers and the Deputy Inspector was charged with the supervision of all classes of schools in his district. Being posted as subordinate to the Inspector in regard to secondary and to the Magistrate in regard to primary education. In order to avoid any confusion that might arise from this double subordination, it was provided that the Magistrate should have the first claim in his services. The Sub-Inspectors were officers chiefly engaged in primary education

171 Ibid.
under the Deputy Inspector. They were also placed the much closer subordination to the Magistrate. The Commissioner had no position in this new system. But it was declared that he must be kept as fully informed by Magistrates and Inspectors of the progress of education in his division and enjoy ample opportunities of taking an active part in it as he might wish.\textsuperscript{172}

This system of educational administration worked well as it introduced elements of uniformity and continuity, which were essential for permanent educational progress. It was continued throughout the period under review with some modifications introduced by the local self-Government Act of 1885.

By 1887, the local self-Government Act III (B.C) of 1885 had been brought into operation in Orissa. The immediate result was the dissolution of the District Committees of Public Instruction and the assumption of their obligation to elementary education by District Boards. To enable them to carry out the duties thus devolving upon them, the services of nearly all the sub-Inspectors were transferred to the District Boards. In 1818, primary schools were transferred to the Local Boards in the Sub-divisions.\textsuperscript{174} The Deputy Inspector remained a departmental servant and controlled Government Schools. On the Board schools he exercised no authority, although he was expected to visit and report on their condition.\textsuperscript{175}

In 1904, there were, 7,781 Schools, secondary and primary, under the tuition of 8,532 teachers and under the supervision of one Inspector, 3 deputy Inspectors, and 30 Sub-Inspectors.\textsuperscript{176}

Medium of Instruction:

The medium of instruction was an issue of much concern and controversy in the educational development during the colonial rule. Orissa, being much closer to

\textsuperscript{172} Ibid, pp 33 - 35.
\textsuperscript{173} P. I. Report, 1887 - 88, para 40.
\textsuperscript{174} Ibid, 1888 – 89, p 11.
\textsuperscript{175} Stark, Herbert Alic, op. cit., p 149.

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the province of Bengal, was influenced and dominated to some aspects by Bengali Culture. So was the case of medium of instruction, as for a longer time Oriya was considered by various policy makers, particularly Bengalees as a dialect of the Bengali Language. The discussion about the adoption of Oriya as the medium of instruction in Orissa, arose as early as 1862, when Patterson, the Executive Officer of Balasore, gave a suggestion for substituting Oriya for a Bengali Language in the Government School at Balasore. He wrote, "As however, Bengali and not Ooryah is taught in the Government school at Balasore, that Institution, does not, in his opinion, afford to other Departments the assistance it would, were the vernacular substituted for Bengali, and pupils being, as far as the school is concerned, ignorant of the language in which the business of the District is conducted, situations in public officers cannot be held out to them as inducements to, and as the reward of exertion"\textsuperscript{177}.

In regard to this suggestion, the Lieutenant-Governor decided that Oriya should certainly be taught in the school as the vernacular of the district. The attention of the director of Public Instruction was drawn to this order\textsuperscript{178}.

In April 1863, Meddicott, the Inspector of Schools, reported that Oriya had been regularly taught in the Balasore Zilla School. On his inspection, he found that in every class, including the highest the boys knew Oriya as well as Bengali. All the boys of the final class had, in 1863, selected Oriya as the second language for the ensuing Entrance Examination. But he said, "They do so, because they say no case of a candidate having failed in Ooriyah is known, that the language is incapable of furnishing matter for a trying examination".

W.S. Atkinson, the Director of Public Instruction also disfavoured the selection of Oriya as a second language at the University Entrance Examination. He did not consider Oriya, a proper subject of study as a substitute of Bengali, for aspirants to a University Entrance Examination. In May 1863, he submitted for the consideration of the Lieutenant-Governor a definite proposal, which would enable

\textsuperscript{176} P. I. Report, 1903 -04, p 1.
\textsuperscript{177} BGP (Edn), June 1862, no. 15, Commissioner of Orissa to Govt. of Bengal, no. 180, 13\textsuperscript{th} May 1881.
\textsuperscript{178} Ibid. Govt. of Bengal to Commissioner of Orissa, no. 553, 3\textsuperscript{rd} June 1882.
every student who intended to present himself for the entrance examination to take up Bengalee as his second language.

The Lieutenant Governor, in return, passed the proposal to the Commissioner of Orissa for his opinion on the subject. In June 1863, R.N.Shore, pointing out the great injustice involved in the proposal said "the students from Orissa shall be subjected to disadvantages of being required to pass in two foreign languages while all other candidates are examined only in one." The Lieutenant Governor having convinced in the opinion of the Commissioner, declined to entertain the proposal of the Director Public Instruction (D.P.I) over the two language examination system.

In 1865, T. E. Ravenshaw, the Commissioner of Orissa, called upon the attention of the Government of Bengal to the almost entire neglect of the Oriya language in the advanced classes of the schools in Orissa. Thereupon the government of Bengal wrote to the D.P.I, the Commissioner of Orissa and the Inspector of schools to state their views on the remedy of this state of affairs. Thus there arose a great deal of controversy regarding the extent to which the Oriya language should be employed in the schools of Orissa.

But opinions of officials like W.S. Atkinson and a host of others were totally against the full implementation of Oriya language in the schools. The arguments to support their viewpoints included that the intimacy of the Oriya language with Bengalee language having identical alphabet, vocabularies, grammar with the exception of the reflections of the nouns and verbs.

Atkinson did not believe that there was a literature in the Oriya language. He further held that instead of attempting to develop a new literature and a new education, it would be very much to the advantage of the people to continue to learn Bengalee.
On the other hand, R.L. Martin, the Inspector of schools, differed from Atkinson. He was in favour of the adoption of Oriya as the language of the schools of Orissa for the following reasons;

First, both the languages of Bengali and Oriya are derived from the original Sanskrit. But in all the particles and inflections of the nouns and verbs they varied.

Second, there was not the slightest chance of the Oriya language giving way to Bengali. The reason was that the people who spoke it were inhabitants of a vast track of country bounded on only about one-tenth of its limits by people who spoke Bengali.

Third, Oriya was not only spoken in some districts of Bengal, but also in a number of districts under the Madras and Central provinces' Governments. The districts in the north were placed under the superintendence of an Inspector of schools, who was principally with schools in which Bengali was the vernacular. The districts in the south were similarly placed under a Madras Inspector more intimately concerned with the schools which had Telugu as the vernacular. Consequently, the Oriya language could not progress equally with the languages of the adjoining provinces and the Oriyas themselves were found inferior in education to the people speaking Bengali and Telugu. They had been pushed out of the more important appointments in the province.

The views of R.L. Martin were supported by the Commissioner of Orissa who was exclusively in favour of establishing Oriya as the recognised language of all schools in Orissa. After much discussions and deliberations, the Lieutenant-Governor accepted the views of R.L. Martin and announced that in all schools in the province of Orissa upto Zilla schools, the Oriya language should be the medium of instruction and in the Zilla schools and High school at Cuttack it should be optional with all students to continue their studies in the Oriya language, if they wished it. The D.P.I was

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179 Samal, J. K., op. cit., p 301.
accordingly asked to give early effect as circumstances would permit to this arrangement, in communication with the Commissioner and educational authorities.

After these continuous deliberations and convincing of officials, the Oriya language ultimately held its own.