
Lord Curzon's educational reforms started with the Simla conference held in September 1901, a starting point of an era of increased educational activity and earnest prosecution of educational reforms. This was followed by the appointment of the Indian Universities Commission (1902), on the basis of whose recommendations the Indian Universities Act was passed in 1904. In 1913, the next major change was the declaration of the Educational Policy, which was passed through a government resolution. Apart from these changes, initiated by the government, non-officials like Gopala Krishna Gokhale, also moved a Bill to make elementary education free and compulsory. All these changes had a great impact on the growth of education during two decades.

Here, an examination of the changes in the policy made by Lord Curzon is briefly given:

Lord Curzon summoned all the Directors of Public Instruction, after a preliminary survey of education, to a conference at Simla in September 1901, "to consider the system of education in India." The major resolutions of the conference were; the establishment of model schools in localities where education was neglected,
improvement of female education, primary education, strengthening of inspecting agency for a higher control and putting efficiency first and expansion next. By this the placid calm of ordered progress achieved on the basis of the principles laid down by the Indian Education Commission was suddenly disturbed and was followed by an era of controversies, conferences, commissions, government resolutions and drastic changes in educational policy by the government.

As a follow-up measure of the Simla conference, the Indian Universities Commission was appointed in January 1902, under the Chairmanship of Thomas Raleigh to enquire into the conditions and prospects of the Universities to improve and elevate the standards of the Universities in British India. The Commission submitted its report in June 1902 and its major recommendations were: enlarged legal powers to the older Universities, local limits of Universities, recognition of Universities as teaching bodies, senate, syndicate, and the faculties to be more representative of the affiliated institutions and properly constituted governing bodies for each college.

The recommendations invited severe criticism both by press and public opinion in India. It was considered as a step checking the spread and the scope of education and virtually destroying the limited independence of the Indian Universities.

On the basis of the recommendations of the Commission of 1902, the Indian Universities Act was passed in 1904. The Act conferred on the Universities of India a working constitution investing them with the authority to control and supervise higher education in accordance with the principles and policy approved by the Government of India. But the unfortunate result of Curzon's reforms was the excessive officialisation of the University administration. No doubt Curzon was trying to bring education under the control of the Government to suppress the nationalist movement in India, but his educational policy introduced efficiency and improvement in the

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184 Higher Education in India (Editorial); The Indian Review, September, 1902, NPR, P.449
186 Report of the Indian Universities Commission, 1902, Simla, P.7
187 Ibid - PP 57.
quality of education and was the basis of the educational system for many years to come.

The educational progress received another milestone with the initiation by G.K.Gokhale, the moderate Congress Leader and a member of the Imperial Legislation Council, with the introduction of a Bill to make elementary education free, compulsory, for children aged between 6 and 10 years. The old distinctions between lower primary and upper primary, lower secondary and upper secondary disappeared in 1906 and the institutions were reclassified into elementary and secondary schools. Primary Education and Elementary Education used interchangeably hereafter. Government was in favour of it initially but later rejected it on the ground that the scheme was not well worked out and that all the local governments were against it and the suspicion that the intention was to overthrow British Raj.

Gokhale's efforts had a far-reaching consequences in the subsequent period. His efforts were responsible for the creation of a separate education department and the strengthening of the movement in favour of mass education. When Gokhale's Bill was under discussion, Hardinge, the Viceroy presumed that in the forthcoming coronation Darbar, the Emperor might announce free elementary education. Even in his address to the Calcutta University in January 1912, he favoured the spread of education for the enlightenment of Indians. This was followed by the Government Resolution of February 1913 on Educational Policy for expansion and improvement of Primary Education. With this started the struggle between the quality and the quantity even in the field of primary education.

The Calcutta University Commission was appointed by the Government of India in 1917, under the Chairmanship of M.E.S. Sadler, to study its working. The report of the Commission, which was submitted in 1919, was a great turning point, since its

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189 Aparna Basu, Growth of education and political developments in India, New Delhi, PP - 64-68.
190 Hardinge to crewe, June 1, 1911, and July 13, 1911, Harginge Papers (1 I3)(NAI).
191 G.O.No.394, Educational, May 1, 1913, Proceedings of Education Dept.
recommendations were adopted by several other universities. The Montagu Chelmsford Reforms of 1919 introduced Dyarchy and consequently education became a transferred subject.

Thus the period from 1901 to 1920 witnessed great educational activity and changes in Government Policy in India. These changes greatly influenced the educational pattern in the province of Orissa also. In this chapter, the spread of education, in the light of the policy changes discussed earlier, will be examined.

In the province of Orissa, the second phase of educational development started from 1901 and continued apart from the earlier development in that field. In the field of primary education, the focus was emphasised more. Being inspired by the current edition of the regulation of the education department of England, it was laid down that, the purpose of the public elementary schools of India was "to form and strengthen the character and develop the intelligence of the children entrusted to it, and to make the best use of the school years available in assisting both girls and boys, according to their different needs to fit themselves practically as well as intellectually for the work of life". It was further stated that the other aims of the primary school were to train the children carefully in the habits of observation and clear reasoning so that they may join in intelligent acquaintance with some of the facts and laws of nature, to arouse in them a living interest in the ideas and achievements of mankind. To give them some power over language as an instrument of thought and expression to develop in them a taste for good reading to encourage their natural activities of hand and eyes by suitable forms of practical work and manual instruction. To train them in appropriate physical exercises, to encourage them in organised games, to instruct them in similar laws of health, to discover and advance individual children of exceptional capacity, to lay the foundations of good conduct and to enable the children not merely to reach their full development as individuals but also to become upright and careful members of the community in which they live.

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193 Samal, J. K., History of Education in Orissa, Calcutta. 1984, P-25
194 H.W. Orange, Progress of Education in India, 1902-07, PP.118-119.
SYLLABUS OF 1901:

The well-known resolution of January 1901 aimed at achieving the above mentioned objectives. The sole purpose was to revolutionise school teaching in Bengal. Presidency by the introduction of a system under which ‘Children are trained and not taught, this is to say, trained to do and learn things by themselves. It strove to activate the innate intelligence of the children for its proper growth. The school work was to become for children a developed part of their everyday life, while habits of accuracy and obedience were to be inculcated by the process of stick-laying and simple physical exercise and action song 194.

These high goals were felt quite difficult to realise, but the intention of the authors of resolution of 1901 was that "bad teaching with a good education system will produce better results than bad teaching with a bad and unsound system". The resolution also mentioned clearly that the then prevailing system was quite mechanical system of training, where in the memory was used for imparting education.

As a result of the introduction of the well known Resolution of 1901, the following changes were made in the Lower Primary and Upper Primary courses.

i) The infant class was to be divided into 3 sections and the course was to extend over a year. Under the new system, the children were to be taught. Kindergarten and object lessons, simple lessons about the human body and about animals, lessons on number, the writing of numerals, rotation and simple calculation, the learning of the alphabet and reading of simple printed and written language etc.,

ii) In the lower primary course, the class reading book was abolished and a science primer was introduced, which was to consist of certain number of pages on; Botany, Natural History, Agriculture, Physics, Chemistry, Hygiene, Domestic economy etc.,

194 Samal, J. K.,op, cit., - P - 26
iii) The Upper Primary course was enlarged by the addition of a historical reader and a literature book, practical geometry and menstruation being also added and the scope of the object lessons on the natural objects being enlarged.<sup>195</sup> 

The planners of the new system had the objective of creating a new system of elementary instruction which consisted wholly of making children commit to memory certain statements, either taken from book or verbally imparted and mechanically instructing them in certain processes, such as writing, counting and calculating. Realising that for the revivify the masses for elementary education, modern development of infant teaching must be brought in, so as to develop the elementary education. 

But these reform measures were encountered by colossal difficulties to function effectively. The teachers of the primary school, where the new system was to work, were poor in qualifications. While writing on this subject in 1902, the Director of Public Instruction remarked, “It was almost impossible to convey to the ordinary educated English man or European even an idea of them. To say that the majority of these men were able to record and write and to do a little arithmetic is to rechange the sum total of their accomplishments. How could these even be got to assimilate the principle of the kindergarten system and to learn to teach their pupils about things instead of confining them to a repetition of words.<sup>196</sup> 

The syllabus of 1901 had among its objectives had that every Indian child should under it have a chance of acquiring a proper knowledge of his own vernacular. But with the introduction of science primer, which was the only book in standard I and II, this excellent object was frustrated. The science primer that had been produced in Oriya language had not been good either from the point of view of science or language. Indeed, considering the development of Oriya Language in the first decade of the 20th century, it was impossible to produce vernacular elementary science primer, which could be considered a good book from the point of view of language and style. The working of this arrangement was described by Kuchler as follows:-

195 Ibid, P.27
"This subject (science) not only occupies a disproportionate place in the syllabus but children are actually expected to make their first acquaintance with their own vernacular through the medium of science readers, this being the book prescribed for lessons in reading up to end of standard II. There is a certain amount of ingenuity shown in their attempt to kill two birds with one stone, but the result is that mark is missed in both cases. . . . Under no circumstances is it desirable to teach a child its own tongue through the medium of compilation of an elementary science, but the objections to this method are doubly strong in the present instance as the diction of these publications is open to serious objections"[197].

REVISED SYLLABUS OF 1907:

As the ideas of Resolution of 1901 were not realised, there was a rethinking on how to make suitable corrections in the syllabus. The substitution of Science Primer for the class reading book had not succeeded in compelling children to think for themselves and to draw general conclusions from observed facts. Besides, it was difficult on the part of children to learn Oriya language well through Science Primer. To remedy these defects, the whole system of primary education had been revised in 1907.

The Government Resolution of No. 1028 dated 10th June, 1907, decided to revise the syllabus for the lower primary and upper primary schools. The Chief differences between the new syllabus and the vernacular scheme of education of 1901 were as follows:

1. First, books containing easy extracts from general literature were substituted for the science primer of the vernacular system[198].
2. Second, with a view to provide a curriculum of studies suited to the needs and capacities of the children of agriculturists, the syllabus included nature study[199].

Third, English might be taught colloquially by the direct method for an hour every day in the first four classes of a middle school, which corresponded to primary standard.

Fourth, separate books were prescribed for higher standards in Nature Study, Hygiene and Geography.

Fifth, time required to pass through the infant stage was reduced from three to two years.  

Sixth, the Science Reader should be prepared at the expense of Government but the production of other books should be left to private enterprise.

This revised syllabus for primary schools was introduced and taught in the schools of Orissa from the beginning of 1910. For the guidance of the teachers who were often untrained, a junior teachers' manual was prepared at state expense by a body of expert educationists. The publication of necessary vernacular readers and arithmetic books, which were to be ready by 15th June 1908, were proceeding in much faster way.

By the end of 1908, the majority of the books were ready for the final consideration of the special committee.

By 1914 it became abundantly clear that the courses prescribed for the primary classes should be revised in the light of practical experience. It was urged that matters which were beyond the grasp of teacher and young minds should be removed from the syllabus. Many felt that the courses should be prescribed keeping in view of the limitations of the students and average attainment of the teachers. If the mental capacity of the students were found to be deficient to follow with profit the instructions prescribed, it was necessary that unsuitable text books and complicated matters of the syllabus should be replaced by simpler ones.

100 Ibid, 1907-10, pp 352
101 Ibid-para-148
102 Ibid, 1907-08, PP- 353.
104 Ibid, 1912-17, Para - 234.
The great freedom fighter and eminent leader of Orissa, Gopabandhu Das remarked about the structure of education thus, "The question of education is a very difficult question in this country. It is really a transplantation of the civilization of the west in the East. But the substitution is not possible. It is only grafting that is possible, and in any system of grafting, you have to take into consideration the nature of plants on which you graft the fibre of which it is constituted and the circumstances under which it can grow. Any disregard to these circumstances will make the grafting a failure."

The remark of Gopabandhu Das pointed out that due to complicated curriculum, the primary education was growing unpopular.

The spread and popularisation of primary education depended mainly on the introduction of appropriate curriculum, taking into account the mental ability and age of the pupils. The Government had spent a large amount of time to achieve that objective. In its constant endeavour to improve the status and content of primary education, the education committee was constituted in 1923 to look into the whole matter. Another factor which necessitated the revision of syllabus was the problem arising out of the one teacher in most lower primary schools. As it was practically a physical impossibility on the part of the teacher to teach four classes at the same time and in the process the classes also suffered, the correct solution lay on the appointment of a second teacher for each lower primary school. But the financial scarcity rendered this impracticable.

One of the aims of the primary education committee of 1923 was directed to enquire into the problem of teaching in the one-teacher primary-schools and to suggest its remedies. Considering the above facts, the primary education committee made some of the recommendations in regard to curriculum for primary schools like;

The course was to be shortened from six years to five years in consequence of the combination of two infant classes. Second, the following subjects were made optional: nature-study and observation action songs, drawings and modelling in class II; nature-
study and observation, drawing and school excursion, stories and collection in class III; and nature-study, drawing and English in class IV and V.$^{206}$

In 1925, the new curriculum came into effect. The general opinion was that the nominal combination of the two infant classes to be called class I had done little good. The problem being that the parents were in the habit of sending their children to school not at the beginning of the school year but on any date convenient to themselves. The result was that class I always contained boys at several different stages of progress. It certainly required one teacher to itself even if it was conceded that one teacher could manage class II and class III.$^{207}$ In this context, G.E. Faucus, the Director of Public Instruction, commented; “It would be unfortunate if local bodies consider the change in any way lessening the need for a second teacher in each lower primary school”$^{208}$.

**SYLLABUS OF 1933:**

It was realised by 1927 that improvement in the quality of primary education was more necessary than the numerical expansion. One of the most difficult problems connected with the primary education was that of stagnation, that is to say, the waste of educational effort. This resulted from the fact that large number of children never got beyond the Class I and therefore, did not learn to read and write. This was also indicated by the Report of Auxiliary Committee of the Indian Statutory Commission stating variety of causes. The most important reason was found to be the defective curriculum$^{209}$.

In 1933, the Primary Education Committee outlined and came out with a new syllabus after long deliberations. It was intended to improve the very low standard of education existent in the primary schools. The conspicuous feature of the new

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$^{209}$ J.W.C. Jackson, Bihar & Orissa in 1927-28, p-42.
syllabus was that it provided for modern method of teaching instead of old alphabetical method. The new syllabus covered six years in all instead of five. It would include a lower primary course of four years instead of three. This was in recognition of the fact that the minimum period of schooling normally required, for the attainment of literacy, was four years.\textsuperscript{210}

In January 1935, the new syllabus was introduced and it was hoped that it would prove an important step in advance to wipe out illiteracy. In this context, S. Solomon, Secretary to Government of Bihar and Orissa stated: "The achievement of the desired result will clearly depend on the co-operation of parents, many of whom themselves illiterate peasants have in the past appeared to consider that a year or two at most of the Lower Primary Course was ample to give their off-spring the landmark of enlightenment."

This new syllabus had made significant progress by the end of 1936 in the modern method of teaching as how to read. The old alphabet method was gradually being abandoned. Some success had been achieved in breaking the monotony and dullness of school work for beginners by the use of manuscript word cards, locally prepared reading sheets, and beautifully illustrated simple stories and counting sheets. As pointed out by the Director of Public Instruction, the new syllabus represented an important step which should help to bring out a substantial improvement in primary education\textsuperscript{212}.

One more factor for the slow and limited progress in primary education was the scarcity of trained teachers - the great majority of the persons who were then working as primary school teachers had not received general education which extended beyond the primary standard. It was said, that if the teachers in the primary school were not properly trained, there was a real risk that the large grants which the government were making for primary education would be more or less wasted. Hence, the question of training of the primary teachers was considered in all seriousness.

\textsuperscript{210} J.W.C. Jackson, Ibid 1933-34, p-49.
\textsuperscript{211} S. Solomon, Bihar & Orissa in 1954-35, p-47.
\textsuperscript{212} Report on the progress of education in Bihar and Orissa 1934-35, Para 6.6)
OPENING OF 'GURU' TRAINING SCHOOLS:

As a result of the recommendations of the Simla Conference, the Government of Bengal evolved in 1902 a scheme for the opening in each sub-division of a school for the training of primary school teachers. These institutions were known as 'Guru' Training Schools (Schools for the training of primary school teachers). 10 'Guru' Training schools were established in Orissa and the number of 'Gurus' who received training in each school was limited to ten.213

These schools were designed not only for the instruction of new entrants, but also for the training of teachers already employed. The teachers whose education did not extend beyond the lower primary standard were to continue their general education upto upper primary standard. But in case of a person, who was not employed as a teacher, but who wished to join one of these institutions with the object of becoming a teacher, it was prescribed that he must have reached at least the upper primary standard. The general education of such a man at a training school was carried upto the middle vernacular standard. This was also the arrangement made in the case of a man already employed as a teacher who had passed the upper primary standard. A student who already reached the middle vernacular standard was required to undergo a course of training for one year only.

EXTENSION OF THE SCHEME OF GURU TRAINING SCHOOLS:

As the existing Guru Training Schools were inadequate to supply necessary trained teachers to the primary schools of Orissa, it was decided to open additional schools. That means, steps were taken to establish one extra school in each sub-division.214 A sum of Rs.1,91,000/- was allotted in 1906-07 for the building of new schools and the improvement of existing ones.215 Each school was to accommodate 16 students, 8 in

214 Ibid., p 38.
the first and 8 in the second year and every head master was allowed one more assistant master.

The new schools recently sanctioned were, to start with, to receive none, but teachers who were actually employed in lower primary schools whose general education had been carried upto, at least, the lower primary standard

After the operation of this scheme for two years, it was considered to have attained sufficient success to be worth establishing more firmly. The following suggestions were made in this connection.

First, the schools should be regarded as permanent institutions, not peripatetic, and so suitable accommodation should be provided for the teachers and students under training as early as possible.

Second, stipends were to be raised, where necessary to rates ranging from Rs. 5/- to Rs. 10/- a month, according to the local requirements.

Third, admissions for the present were to be confined to teachers who had entered the profession and whose education had been at least upto the lower primary standard.

Fourth, the number of students admissible for each training school was to be raised from 10 to 16.

Fifth, the number of teachers engaged upon the staff of each school was to be raised from two to three.

All these suggestions for the improvement of the Guru Training Schools were accepted by the Government and were put to effect at once.


\[217\] H.W. Orange, Report on the Progress of Education in India, 1902-1907, para 7.05-06.
But the new system was not without any defects. This was pointed by Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, when he reviewed the reformed system and pointed out the following lacunae;

First, the managers of lower primary schools should re-employ trained teachers on the completion of their period of training. Second, the teachers so trained would return to their schools. Third, the improvement of their position to which they would naturally consider themselves entitled by reason of their increased efficiency would be secured to them. But he believed that this drawback was, however, bound to disappear when the great scheme of free primary education became an accomplished fact.

Further stating the nature of Guru Training School Madhusudan Rao pointed out that no development of Guru Training school would solve to any appreciable extent the question of improving the general body of primary school teachers. But he had no doubt that the system, if worked and maintained with due interest and care, would increase the number of well-organised and well-taught primary schools.

FREE & COMPULSORY PRIMARY EDUCATION:

BIHAR AND ORISSA PRIMARY EDUCATION ACT OF 1919:

The education of the masses was one of the most vital and difficult problems with which the Governments of Bihar and Orissa had to confront. No real progress in any sphere could be achieved so long as the education of the masses lagged behind. In British India, 5.6 percent of the male and 1.2 percent of female population were under instruction in educational institutions in 1921. But in the provinces of Bihar and Orissa the percent was awfully low. In March 1921, only 4.21 percent of the male and 0.65 percent of the female or 2.4 percent of the total population of the province were under instruction in both public and private educational institutions.

Education had assumed great importance for the creation of an intelligent electorate for the newly introduced reformed institutions. The requirement of a literate mass was

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very much felt to be actively participated and comprehended the affairs of the Legislative Council.

As early as 1905, the Government of India recognised the necessity of introducing free and compulsory education to counter mass illiteracy\(^{219}\).

In 1918, the Bill was introduced in the Bihar and Orissa Legislative Council for the free and compulsory education. Participating in the debate on the motion, Gopabandhu Das, the eminent legislator of Orissa spoke: "... The necessity and importance of making primary education free and compulsory can not be highly emphasized at this stage. The principle has not only being recognised with success in almost all the civilized countries of the world. The Government of India have accepted it in as much as they have accorded their sanction to the introduction of the Bill, not only in the Council but also in some other provincial councils. It has been recognised and put into action by some of the advanced national states of India. The time required and the country demands it. I am sure the Government will not fall behind. I do not doubt that this government will hesitate in recognising the principle of compulsion as desirable and necessary for the wider diffusion of education among the masses. If the principle is recognised, there can be no possible objection to the motion"\(^{220}\).

The Bihar and Orissa Primary Education Bill was passed into Law; but it did not satisfy the nationalist aspirations fully and was subjected to severe criticism for the following reasons.

First, it was absolutely necessary that primary education should be compulsory so that even boys and girls might receive the benefits of primary education. But this measure was confined only to boys, girls being definitely excluded from it.

Second, the provision had also been made for the exclusion of the children of backward communities from joining public institutions.

\(^{219}\) Proceedings of the Council of the Governor of Bengal, Index to Vol.XXXIX, Jan to Dec - pp.175-76.
Above all, the measure had restricted to municipalities and to Unions under the local self-government, where organised bodies already existed, by whom the expediency of such a measure, its cost, and its working could be considered and supervised.

PRIMARY EDUCATION COMMITTEE OF 1923:

The Primary Education Committee of 1923 held the view that free and compulsory education was the only way of eradicating the illiteracy of the masses. The committee recommended that early steps should be taken to introduce free and compulsory education for boys in all municipalities and rural areas throughout the provinces of Bihar and Orissa.

COMPULSORY EDUCATION IN BANKI UNION IN ORISSA:

The Banki Union in the district of Cuttack agreed to the extension of Bihar and Orissa Primary Education Act of 1919. It had finally been brought into operation there with effect from 1st January, 1925. Compulsion has been introduced in 24 villages within an area of 10 sq. Mts. under the management of the Banki Union Board.

Incidentally, the Cuttack district continued to maintain its reputation of being the most progressive region in primary education in the entire Orissa. The number of pupils in its primary schools was 83,205, a number that was far higher than that of any other district in proportion to the population in Orissa.

The Banki Union got a non-recurring grant of Rs.3,800 and a recurring grant of Rs.4,470 a year for 3 years to enable it to put scheme into operation. The number on the rolls of the schools was 297 before the compulsion scheme and by February 1926,
it had risen to 629. The number of cases referred to courts against the guardians for not sending their boys to schools was 23 in 1920 and 36 in 1927\textsuperscript{224}.

The successful implementation of the scheme was evident from the enrolment of pupils of school going age and their attendance. At Banki, compulsion was started with the help of Government grant, but it was terminated at the end of the year, 1930-31. Since then, the cost was borne by the Cuttack District Board from its ordinary grant for primary education\textsuperscript{225}. The Director of Public Instruction inspected the area in 1930 and expressed satisfaction with the progress of the experiment in the Banki union.

SECONDARY EDUCATION:

At the opening of the twentieth century, the state of Secondary Education was far from satisfactory both from the quantitative and qualitative point of view. The famous Government resolution on Education Policy of the year 1908 aimed at improving and extending secondary education in very many ways. The suggestion contained therein included:

i) employment of only trained teachers in secondary schools;

ii) enhancement of salaries of the teachers;

iii) proper school accommodation;

iv) introduction of improved courses of studies;

v) introduction of manual training and improved science teaching;

vi) enhancement of grants-in-aid and encouragement for the establishment of new aided institutions;

vii) establishment of training college and improvement of training school system;

viii) foundation of government schools where necessary;

\textsuperscript{224}Samal, J.K, op. cit., p-19

\textsuperscript{225} The Fourth Quinquennial review on the progress of education in Bihar and Orissa, 1927-32, p -209.
The period from 1900 to 1930 saw the extension and improvement of secondary education on the basis of guidelines indicated above\textsuperscript{226}.

Lord Curzon considered secondary schools as hotbeds of sedition. Hence, the new educational policy under him was one of "quality rather than quantity and \textit{preferred} the method of control to one of \textit{laissez faire}\textsuperscript{227}. His policy was aimed at the encouragement of privately managed schools under suitable bodies and maintained efficiently through government inspection, recognition and control with the aid of government funds.

The Government policy was to concentrate attention on primary education and avoid a real danger of over-interference in the more advanced type of educational institution, the management of which was to lay within the sphere of local control. As per the policy, government provided and maintained one high school at each district head quarters to serve as a model to other schools. The secondary schools aided by government were generally managed by Managing Committees and developed almost entirely on the government grant and the fee income.

In 1905, the rules for Grant-in-aid to schools were revised. Without changing the principle, the scope of government assistance was slightly enlarged and new conditions were included. The employment of graduates and trained teachers were made one of the conditions of government aid. The rule fixed the maximum limit of grant to high schools should not exceed one half of the income generated from private sources, except in backward areas, where the grant might equal to two-thirds of the amount so guaranteed. For middle schools, grants were not ordinarily to exceed two-thirds of the whole of the income guaranteed from private sources, except in backward areas. The "private sources" used here included fees\textsuperscript{228}.

Accordingly, the rules for grant-in-aid to high schools were modified in 1923 in accordance with the recommendations of the committee appointed by the government. But the grant-in-aid rules were modified once again in 1925-26 as per the resolution

\textsuperscript{226} Ulkal Dipika, dated 5\textsuperscript{th} September, 1908
\textsuperscript{227} Nurullah & Naik, History of education in India, N. Delhi, P-431.
of the Board of Secondary Education. The revised grant-in-aid rules were based on the principle that the grant should "be equal to the difference between a standard cost of the school and the income that would be produced by fees charged at the standard rate."

This rule regarding grant-in-aid was in operation during the rest of the period under review. But the grant-in-aid system did not work well in Orissa as the private enterprise did not give adequate response. Hence, the progress of secondary education by 1936-37 was far from satisfactory. In 1936, the number of High schools for boys was 24 with 7,290 pupils. Of them, sixteen High schools were aided. The number of middle English schools for boys was 92 with 10,121 pupils. All middle English schools were aided. By 1936, middle vernacular schools almost became extinct in Orissa owing to the marked preference on the part of local bodies for middle English schools.

SECONDARY TRAINING SCHOOL AT CUTTACK:

The requirements for the appointment of eligible and efficient of teachers is a sine qua non for a meaningful educational development. As was evident from the schools, there was hardly any doubt that teachers employed in the secondary schools were generally not upto the expectation. One of the pressing needs in regard to the secondary education of boys was the improvement of instruction by the reform and extension of the present system for the training of teachers.

There was one secondary training school at Cuttack for the training of teachers of the secondary schools, but there was not actually any provision for the training of the masters solely for High School stages of education of boys. It was alleged that quality of students passed out by this institution was worse than it had been in the past. The main causes of the deterioration of standards were the reduction of the

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228 H.W.Orange, op. cit., 1902-07, para-252.
230 Utkal Dipika, 9th October, 1936.
231 Ibid., 12th November, 1909.
course to two years and abolition of the practice of holding a public examination at the end of the middle school of inferior material resulting in the actual lowering of the standard of acquirement attained during the school course. Rai Madhusudhan Rao Bahadur, Inspector of Schools, Orissa Division, wrote that, "The supply of trained vernacular masters is quite adequate to the local requirements, but the quality of such masters has undergone some deterioration in the matter of general scholarship, in consequence of the period of study, having been reduced from three to two years, and of the further circumstances that public examination for middle schools which has recently been instituted is not a test sufficiently stringent and uniform for the purpose of providing eligible students for first grade training school."

The year 1910 marked an advance in the history of first grade training schools. The scheme for the introduction of a revised course of studies was given effect to, from the beginning of the session, 1910-11. Secondly, the term of the training was extended from two to three years. Moreover, a system of examination had been devised to secure that as many students as possible should undertake the full three years course, the grant of the final departmental certificate being conditional upon one years approved teaching in a recognised school.

CUTTACK TRAINING COLLEGE:

There was no training college in Orissa up to the year 1923. Realising the difficulty in obtaining an adequate supply of trained teachers of English for secondary schools, the Cuttack Training College was started in July 1923. The college provided a course of training for intending graduates to be employed as teachers in the High schools and Sub-Inspectors of schools. The course of study extending over one academic year comprised both theoretical and practical teaching.

By 1927, the Cuttack Training College had improved as regards the trained teachers of English. The college was provided with all the infrastructural facilities like hostel, required staff etc. Over a period of time, keeping the growing demand in mind, the

232 W.W.Hornwell, Progress of education in Bengal, 1902-03, 06-07, paras 330-331.
number of seats in the training college was raised from time to time until it reached 30 in 1936. The total number of graduate teachers in the different types of schools in Orissa was 220 in 1936, of whom 150 were trained teachers and most of them had received training in the training college at Cuttack\textsuperscript{234}.

INTRODUCTION OF VERNACULAR AS THE MEDIUM OF INSTRUCTION

The subject of medium of instruction in the schools was a much debated and emotional issue in the province. With the growing nationalist movement in the province, the leaders had given emphasis on the vernacular in education, without compromising the status of English language. They were of the view that for the proper growth of education and literature, the use of vernacular held an important place.

With the growing demand for adoption of vernacular medium, it was decided in 1922 that translation to and from the oriental classics at the Matriculation stage should be from and to vernacular in place of English used in the past from the next year onwards. This step was well supported by the educationists in particular and people in general in the province\textsuperscript{235}.

But the question of introducing vernacular in the secondary schools brought both several inherent practical problems. According to the education committee of 1923, the students should be given the option of being educated in their own mother tongue up to the stage of matriculation examination and vernacular should be the medium of instruction in the four highest classes of high schools\textsuperscript{236}.

As the difficulties inherent in introducing the vernacular for the medium of instruction were well recognised, the attempts of the policy makers were diverted to that. The number of vernaculars used in the different parts of the province was more and to make the correction of written work, in particular, was a serious problem for introducing it in High School classes, without hampering the interests of the

\textsuperscript{234}Utkal Dipika, 21\textsuperscript{st} March, 1936.
\textsuperscript{235}The 2\textsuperscript{nd} Quinquennial review on the progress of education in Bihar and Orissa 1117-22, Para 130.
minorities and incurring high expenses. And it was found that pupils instructed in the vernacular definitely lost ground in English.

But the Ministry of Education, after considerable deliberation in weighing the merits and demerits, ruled in 1930 that teaching up to Matriculation standard should be continued through the medium of vernacular for sometime. The experiment of teaching certain subjects in upper classes of some high schools through the medium of vernacular was continued. But it was always a debating issue in the educational progress of the province.

It was being more and more realised that, the emphasis of English as the medium of instruction in place of Oriya prevented the spread of education of the masses. The Utkal Union Movement which struggled for and culminated in the creation of separate province of Orissa in 1936 demonstrated the success of first linguistic movement in India. It, no doubt, afforded considerable stimulus to the agitation for making vernacular the medium of instruction in the High Schools of Orissa.

In accordance with the new regulation of the Patna University, Oriya became the medium of instruction in all High Schools in Orissa for the Matriculation examination of 1943 and onwards. It was reported that owing to the difficulty of technical terminology in science subjects and the want of suitable text books in Oriya, the various other subjects could not be taught well through the medium of Oriya.

Another area where the focus was given was the middle vernacular schools teaching vernacular courses and middle English schools, in addition to vernacular courses taught English during four years study from class IV to class VII. Due to the importance given to the teaching of English, the middle English schools were popular and demand for its increase in number was more. As a result, the middle vernacular schools teaching same as the middle English schools except English, were generally unpopular. But to promote more vernacular method as a medium of instruction in

\[236\] Bihar and Orissa in 1923, Chapter • VI.
High schools, the conversion of middle vernacular schools into middle English schools were not encouraged, when sufficient demand did not exist\textsuperscript{7}.

Taking into consideration the increasing popularity of English education by the parents and students, it was considered desirable to encourage the conversion of middle vernacular schools into middle English schools. But it was taken into consideration while taking decision to convert the middle vernacular schools to middle English schools that the English teaching schools conformed to the quality standard of English teaching. Taking decision in this conversion process, orders were issued regarding the conditions for the conversion of vernacular to English Schools in the beginning of 1925. One of the main conditions was that half of the difference between the standard cost of English and Vernacular schools would be borne either through local sources or extra fees to be paid by the students a reliable subscriptions or endowments\textsuperscript{8}. As the local bodies were in favour of the spread of English education, they allowed this conversion where local income from fees and subscriptions would be sufficient to cover half the extra cost.

With the increase in number of middle English schools, there was opposition to it from several quarters, citing the example that the middle vernacular schools were more efficient than the English ones which left much to be desired. To fill this gap of inefficiency in the middle English schools, it was decided to introduce a public middle examination for a school certificate from 1927\textsuperscript{239}. The increase in number of English schools gave every promising student a chance to secure some knowledge in English education without going from his home. It was also beneficial in the sense that it helped "to break down the barrier which at present exists between the educated young men and the rural occupation of his family\textsuperscript{240}.

In the process, the middle vernacular schools to which the government looked for the supply of the best type of primary school teachers had been extinct by 1936. Many expressed regret at the preference on the part of local bodies in Orissa for Middle

\textsuperscript{237} Bihar and Orissa, First Decennial Review, 1912-22, PP-225-228.
\textsuperscript{238} Report on the progress of education in Bihar and Orissa, 1924-25, Para - 60.
\textsuperscript{239} The third quinquennial review on the progress of education in Bihar & Orissa, 1722-27, Para - III.
\textsuperscript{240} R.L.Gupta, Bihar & Orissa in 1932-1933, Chapter - V.
English Schools. It was remarked that, "It is possible that a complete reversal of the process which has gone so far will be necessary if we are to attain to a best type of rural secondary school. . . . These seems no doubt however that the best school for rural areas is one from which English is entirely excluded"241.

With the burgeoning of the number of middle English schools, the number of middle vernacular schools began to decrease in the districts of Cuttack, Puri, and Balasore, owing to the marked preference on the part of local bodies for the former. In order to improve the efficiency of the English schools and also incidentally of High schools, it was decided to introduce a public middle examination for a school certificate from the year 1927-28. Henceforth, a student from a middle English school in Orissa would have to produce this certificate before admission to class VIII of a High school. This was a common examination and was to be conducted by the School Examination Board242.

CHANGES IN CURRICULUM:

The continuous examination and evaluation of the curriculum in the secondary schools had one most important objective i.e., to upgrade and designing of the curricula for better utilisation by the students. In the words of W.W.Hornwell, the Director of Public Instruction, Bengal, "A secondary system of education ought to be able to do more for a boy than squeeze him through the matriculation examination of the Calcutta University"243. It was pointed out that every boy, who got admission into a high school, should not study the same course. On the contrary as much a diversity in courses should be allowed as the varying capacities and requirements of boys demanded.244. The above considerations led to several changes in the curriculum of

241 The Samaj, dated 21st November, 1936.
242 The Third Quinquennial Review on the Progress of Education in Bihar & Orissa 1922-27, Para-III.
243 Samal, J.K, op. cit., p.81-82.
244 Ibid., p.81-82
secondary schools during the period 1900-1936. Subjects like drawing, manual trainings etc., and the changes in the curriculum of secondary schools made during the period from 1917 to 1922 were the introduction of a wide series of optimal subjects like Mathematics, Sanskrit, Civics etc.,

During the period from 1930 to 1936, some middle schools introduced vocational training, chiefly in gardening, farming, tailoring, weaving and carpentry. All these show the growing popularity of technical education.

In this period, undoubtedly there was real progress in secondary education in terms of quality and not much on quantity. The improvements were apparent in the stuffing of the schools, development of vocational and science education, establishment of training institutions and trained teachers, inspectors, rise in grants etc., The conversion of middle vernacular schools to middle English schools also witnessed and popularised English as a medium of instruction. The changes in the curriculum gave the much needed fillip to the adoption of several new subjects in the schools. Though the English language was promoted, at the same time vernacular language was not neglected. So both the languages found their due places in the education system.

Thus the educational policy from the time of Curzon on wards aimed at checking unrestricted growth of higher education and raising of standards. In fact, during this period, there was a comparative increase of students and improvements of standards in schools. Thus qualitative rather than quantitative improvement was perceptible in secondary instruction, during this period in Orissa.

COLLEGIATE EDUCATION:

Higher education in University and colleges aims at dissemination of knowledge and training for life and also renders intellectual service to the community at large. But in the province of Orissa, higher education was not well developed. The students were exposed to much disadvantages in respect of collegiate education because of their

245 W.W. Hornell, op. cit., 1902-03, 06-07 paras 184-185.
distance from the Presidency College in Calcutta. The promotion of collegiate education began in Orissa when Ravenshaw College was established at Cuttack in 1868. The Cuttack Zilla School was converted in January 1868 into a collegiate school and then a college in 1876, which has been thoroughly discussed in the previous chapter.

There was no marked increase in the number of students in the college by 1900. The strength being 38 in 1882, 97 in 1900 and 75 in 1905. Owing to the obstacles like less number of High English schools in Orissa, and proximity to the Midnapur College and the Railway connection of Orissa with Calcutta, the College education did not pick up in the province.

Notwithstanding, the various barriers mentioned above, the period under review saw continued increase in the number of students at the Ravenshaw College, which indicated the growing popularity of English Education in Orissa. The reasons for this popularity being the increased prospects of lucrative employment and improvement of social standing by means of a University degree.

By the end of 1907, there were 158 students on the rolls of the college and the staff consisted of a principal and seven professors. The total cost of the college during 1906-1907 was Rs.31,914, the cost to Government being Rs.23,766. Though science subjects were taught in the college, it was not satisfactory. But the strong demand for provision of B.Sc courses and teaching of some more subjects at the B.A. stage forced the officials to include new subjects. The new subjects which were included consisted of Physics, Chemistry and Mathematics upto B.Sc standard. Political Economy and Political Philosophy upto B.A. standard. At the same time, there was an increase in the number of staff by adding a Professor and Lecturers. Simultaneously, Honours courses on each of the subjects were opened.

246 J.K. Samal op. cit., 92.
247 Report on the public instruction in Bengal, 1907-1908, P-73.
With these changes for better educational development, the number on the roll at the Ravenshaw college rose to 280 in 1912 and 375 in 1915. The infrastructural facilities were also increased to cater to the needs of increasing strength. In 1922, the teaching staff had been increased once again from 27 in 1917 to 31 in 1922, to teach the additional subjects added in the college.

The college was shifted to a new building where it could house the increasing number of students and a library was provided by the generosity of the Raja of Kanika. In recognition of the donation of Rs.50,000 for the Library building by the Raja of Kanika, Government had sanctioned a grant of Rs.25,000 for the purchase of books and in course of time, it became a full-fledged library.

The students of the college not only excelled in the field of educational knowledge, but they participated in the ongoing freedom struggle both at provincial and national levels. In 1921, in the wake of non-cooperation movement, many students of Ravenshaw College participated in it courting arrest and spoiling their educational carrier. The students after passing out of the college, joined the mainstream of national movement in Orissa and also participated and fought for a special province for Orissa.

By 1936, the Ravenshaw College, Cuttack was the solitary governmental institution in Orissa to impart purely collegiate education to men and women. The sad state of affairs was mainly due to the fact that although the government depended mainly on private enterprise for the expansion of higher education, it did not get required response in Orissa. The policy pursued by education was clear from the resolution no.6235-E dated 26" November, 1927. It ran; "it may not be out of place to emphasise the growing need for private generosity in the development and extension of this form of education. Existing colleges are continually pressing for additional teaching facilities. It was no longer possible for government to finance such developments entirely from their own resources, nor would such a course be in the best interests of education since it was calculated to stifle and ultimately kill all private effort. A local
demand for the extension of facilities for collegiate education should be backed by local financial support, and government will always be ready to assist to the best of their ability a Legislative demand which receives such sacking” 250. The Ravenshaw College was not yet a fully equipped institution, as all the subjects included in the curriculum of the Patna University were not taught in it. The Institution had 595 students including 14 women students in 1936-37. It had provision for post-graduate course in English up to this time.

The proper functioning of Ravenshaw College as the Premier college in the province reduced the extent of dependence on the study at Calcutta and other places. It also provided an initiative to study in the medium of English so that the students passing out of the college could be employed in the government services.

But apart from this college, there was not any other college coming up during this period. So, for all practical purposes, collegiate education remained negligent in the province.

TECHNICAL EDUCATION

In the field of technical education, nothing substantial and new was initiated during the reviewing period. The earlier initiatives were further consolidated in this period to make them more efficient and worth while.

As mentioned in the earlier chapter that the survey school was established at Cuttack in 1876 for training youths for survey and enabling them to be absorbed as "Ameens" after finishing their studies.

On 31st March 1907, there were 99 students undergoing instruction in the school and of them 61 were Oriyas and 38 non-oriyas. Forty-three candidates appeared at the

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final or second year examination held in 1906-07 and of them 37 were successful. All the passed candidates had been provided with appointments

Simultaneously another survey school called “Angul Survey School was established in 1902. It was especially intended for teaching surveying to the sons of Sabarakakars in the Government estates. The course of studies prescribed for this school was almost equivalent to that of the first year class of Cuttack survey school. And the progress of the school was satisfactory as the total number of students passed during the five years form 1902 to 1907 was 38. By 1917, the number of successful candidates rose to.

ORISSA SCHOOL OF ENGINEERING

In order to give an opportunity to the students of the province to undergo technical training without leaving Orissa, the Orissa Engineering School was established at Cuttack on 1st July 1923. It was opened with 28 students in the lower sub-ordinate class and 20 in artisan class. The school presented its students for the first time the sub-overseers examination in 1924 and 16 out of 19 who took the examination were passed.

To enable the students to qualify as an 'Overseer', (previously it was only upto sub-overseer), the course was offered in this school in 1926. It helped the students in taking the course and examination in the school at Cuttack itself, in stead of going to Patna for the above purpose, which was the case earlier. Gradually, several departments were added in the school, mainly the inclusion of Industrial Diploma course went a long way in imparting training and equipping the students in various technical and industrial services. The growing number of students joining the school demonstrated amply the interest of the people of Orissa towards technical education,
which was hitherto, not seen due to several constraints. The total numerical strength of the school was 116 in 1936\textsuperscript{254}.

The Orissa school of Engineering was by far the most important technical institution in the whole of Orissa. It mainly trained students in the diploma course of Civil Engineering and the result in the Diploma course of Civil Engineering examination continued to be satisfactory. The most important achievement was that most of the successful candidates were provided with suitable employment either under government or the local bodies. By 1936, the school had produced 160 subordinate Engineers, all of whom were employed. But the most ironical aspect of the technical education was that, Orissa had no engineering college of its own by 1936, which would have contributed to the increasing in the number of engineers and development in technical education.

FEMALE EDUCATION:

Education for girls occupies a central place in the overall educational development as their education and enlightenment reflect the progress and culture of the society. The education for female was in a neglected condition during the period under review. Though, the Governments' intervention and policies were directed towards the attainment of literacy development of this section, much progress was not achieved in this front.

In Orissa, the progress of female education was not in a comfortable position by the year 1900. Even if education was imparted to them, it was upto the primary stage of instruction. In 1905, there were four aided middle English schools for girls under the management of American Baptist Missionaries. There had never been any high school

\footnote{\textsuperscript{254} Report on the Progress of education in Bihar and Orissa, 1936 Para 44.}
for girls in Orissa by 1905. Of the 16,127 female pupils only 224 were in the secondary stage in that year.\textsuperscript{255}

The reasons for this retarded growth of female education are many. The conservative attitude prevalent against the education among girls, the gender disparity always put them in a disadvantageous position compared to boys, the system of early marriages prevented them from availing education and last, not the least, the scarcity of educated female teachers, adequate state-aid and aid from other public funds hindered the smooth progress of female education.

PRIMARY EDUCATION FOR THE GIRLS UNDER THIS PERIOD:

At the primary education level, there was a substantial number of girl students during the period from 1858 to 1905 and this was mainly due to the provision for co-education in most of the primary schools. In 1902-07, there were more girls in primary boy's schools than in primary girl's schools. Hornwell, the Director of Public Instruction was of the opinion that it should be encouraged by every possible means as it was impossible to establish a girls school in every village.\textsuperscript{256}

To promote girls' education more vigorously, eight model primary schools for girls were established in Orissa during the quinquennium, 1902-1907 and each of the four districts got two such schools. These model schools were well equipped with in respect of teaching, curriculum, women teachers etc. In order to meet the deficiency of female teachers, three training schools for females were opened, one in Cuttack and two in Balasore districts by the Christian Missionaries during the period 1902-1907. But in spite of all these measures, the required number of female teachers could not be fulfilled. On the other hand, there was an increasing demand for literacy among the girls which was evident from the advancement of girls education in all districts as it revealed in the following table.

\textsuperscript{255} Report on the progress of education in the Orissa division for the quinquennium ending 31\textsuperscript{st} March, 1907, p.67

\textsuperscript{256} Samal, J. K., op. cit., p.124.
Gradually the importance and necessity of female education were increasing among the people and the women in particular. The emergence and demand of women's association for the cause of female education in the province also contributed in drawing the attention of the people and the government to this neglected but crucial area of education. Mention may be made about two such women's associations like women association at Cuttack and 'Mahila Bandhu Samiti' at Puri, who persistently demanded for the education of women. The increase in the number of girls schools and students during the period, 1912-1917, indicate that there was an awakening among the people about the appreciation and efficacy of female education.

The female education committee of 1914, formed to review and suggest measures for the progress of education among the females suggested some measures to be adopted. These were:

First, the committee did not wish to discourage co-education, but considered that if funds permitted, a separate girl's school should be established whenever the number of girls in a boys school reached 20.

Second, they laid stress on the fact that the appointment of male teachers in the girls schools should be avoided as far as possible.

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<table>
<thead>
<tr>
<th>Place</th>
<th>Number of Girls' Schools</th>
<th>No.of girls at schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1912</td>
<td>1917</td>
</tr>
<tr>
<td>Cuttack</td>
<td>103</td>
<td>135</td>
</tr>
<tr>
<td>Balasore</td>
<td>149</td>
<td>157</td>
</tr>
<tr>
<td>Puri</td>
<td>50</td>
<td>127</td>
</tr>
<tr>
<td>Angul</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Sambalpur</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: History of Education in Orissa, J.K.Samal, Education for the girls, backward classes and Muslims 257.

Samal, J.K., op.cit., p189
Third, they thought that a quarter of the total number of lower primary scholarships should be reserved for girls together with a certain member of upper primary scholarships in districts where meritorious candidates were likely to be forthcoming.

Fourth, they wished to see survey made to fix the places where training classes of the difficult grades could be established with a reasonable prospect of success.

Finally, they suggested that a considerable increase was necessary in the staff of Inspectors and Assistant Inspectors and preparation of draft curriculum for the use of girls primary schools.

All these recommendations of the female education committee were accepted by the government and implemented in due course. In order to overcome the difficulty of obtaining trained teachers for government girls schools, a special scale of pay was sanctioned in 1927 for trained women matriculates in the vernacular teachers service.

Another measure taken for the promotion of female education was the government's encouragement given to coeducation at the primary stage. Keeping in view the fact that more number of girls receiving education in boys' school than in girls' school, the primary education committee of 1931 approved the coeducation for girls.

It also incurred less expenditure and paucity of female teachers were also overcome. Co-education provided these advantages and the government followed the policy of avoiding the opening of separate girls primary schools as far as possible.

As a result of these incentives, the number of primary schools rose upto 380 in 1936 and there were 12,280 girls under it. The number of girls attending coeducation schools was 12,319, the training institutes managed by Baptist missionaries with

**Ibid. p.126.**

258 W.Graham Locey, Bihar & Orissa in 1926-27, pp-49-50

substantial aid from the government imparted training to the female teachers and in 1936, there were 45 mistress under training's 261.

SECONDARY EDUCATION FOR GIRLS

The condition of secondary education for girls during the period under review was in a neglected stage with the government completely indifferent towards the opening of schools for the girls in Orissa. As a result of this, very few girls could be able to receive secondary education. Even the female education committee of 1914 had overlooked this stage of education, putting major emphasis on the primary education. The real status could be observed in the number of schools existed in 1936 as only one high school at Cuttack, three middle English Schools at Cuttack, Puri and Sambalpur and five middle Vernacular Schools for girls 262.

The Girls' High school at Cuttack was opened by Mrs.Reba Roy in 1906 with the higher section consisting of two classes corresponding to the 4th and 3rd class of High English school 263. Subsequently, the institution became a full-fledged High school and was named as Ravenshaw Girls' school and this continued to be the only High school for girls till the end of the period under review 264. In the course of time the control of the Ravenshaw Girls school was assumed by the government with effect from 1st Mach, 1913 and by 1917 there were 45 pupils in the High school classes and 112 in the middle and primary classes.

The overall status of the secondary education for the girls was unsatisfactory and there was a lack of educated girls at the secondary level. The main cause being the government attention focusing mainly on the primary education in Orissa. Other factors such as inadequate number of trained female teachers, lack of further sympathy among the public, inadequate inspectorate, lack of incentives to the girls and their parents and above all paucity of funds took its toll on the progress of secondary education for girls.

262 Ibid.,
263 Sama,J.K, op.cit.p128.
Collegiate education for girls in Orissa, though was less in number, but it progressed constantly. Regarding the progress, the female education commission of 1914 had made several recommendations and the important are, Intermediate classes should be opened in connection with the Girls High School at Cuttack. If the member of girls rose to 10, the question of seeking applications to the intermediate standard should be considered. If it rose to 29, the establishment of a separate college should be taken up.

With the opening of Intermediate Arts Classes in Ravenshaw Girls' School at Cuttack in the year 1915-16, a Commencement was made in the progress of collegiate education of women. A variety of subjects were taught to the pupils and the number of pupils was 8 in 1916-17 out of which 2 girls were sent up for the intermediate examination of whom one passed. And the number continued to increase and by 1922 the number rose to 22.

Since the intermediate classes at the Ravenshaw Girl's school provided the only opportunity of College education for girls in the province of Bihar and Orissa, it attracted girl students from Bihar also. But the progress in terms of number of pupils and colleges was far from satisfactory. The very limited number of women students in the intermediate arts classes, which had never exceeded a dozen by 1936, showed that the required interest was lacking. It indicated that all students who passed the matriculation did not come up for collegiate education. That was the reason for the absence of degree college exclusively for women. A very small number of women who wished to take a degree course, were having co-education in colleges for men where they had greater choice of subjects, efficient staff and an academic atmosphere.

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264 Report on the progress of education in the Orissa Division for the Quinquennial ending 31st March, 1907.
265 The 1st quinquennial review of the progress of education in Bihar and Orissa, 1912-17, Para 268.
266 Ibid - para 268.
267 Raja Sahib Jadunath Mohapatra, op.cit., P.57.
EDUCATION FOR THE MUSLIMS

The colonial interests and development always guided the policies of the British government in India especially after the Revolt of 1857, which gave a severe setback to the British Government. The Revolt forced the British to shift their policies towards different directions. In order to avoid and suppress this kind of events in future, the colonial government tried to progress education to satisfy the demands of people. As education among Muslims remained at the lowest ebb, the government tried to formulate policies for its growth.

The Government of Bengal formulated its policy with regard to Muslim education in accordance with the recommendations of the Education commission of 1882. Without neglecting their traditional studies, the Commission stressed the encouragement and development of studies to raise their position. The government continuously recognised the fact that the Muslims had fallen behind the Hindus in respect of education. Hence, they followed generous policy of affording special encouragement to Muslim education by the adoption of various measures of liberal concession.

Most of the important centres of Muslim population in Orissa were well equipped with schools and there was scarcely an important Muslim village in Orissa which was not within an easy reach to either a secondary or an advanced primary school. No school in Orissa had been more successful in promoting the higher education of Muslim boys than the High English school of Kendrapara.

The Muslims of Orissa were better off than the other sections of the populations in respect of educational facilities. Apart from the advantages which they enjoyed in common with others, they had some special educational facilities, such as:

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268 Report of the progress of education in Orissa Division for the quinquenium ending 31” March, 1907, P-130.
1) the privileges of free studentship to the limit of 8 percent of the school pupils in any aided high school and 12 free studentship in any middle English or primary school,

2) the benefits from the Muslim fund chiefly, in the shape of remissions of a part of fees payable to schools and colleges,

3) Several special scholarships created by government with a view to enable them to receive collegiate education, and

4) the relaxation of rules regarding the age of admission in their favour.

The British Government made all possible efforts not to allow Muslims to lag behind others in the race for progress. In filling up vacancies in the posts of sub-inspectors and teachers in schools under public management, preference was generally given to Muslim applicants on the principle that the number of appointments held by Hindus and Muslims should be made in proportion to their numbers in each district. In fixing rates of stipends to primary schools, special consideration was shown to those that were attended by Muslim pupils.

But there were special schools for Muslims and in 1905-1906 in the districts of Cuttack, Puri and Balasore. There were 9 “Maktabs” attended by 217 pupils. Three of them, with an attendance of 100 pupils, were in receipt of aid from District and Municipal funds. The Koran Schools numbered 42 of which 25 schools with 480 pupils were private schools. Those private schools were being gradually changed into public schools in expectation of receiving aid from government.

For the promotion of education among the Muslims, several measures were adopted during the review period. In 1905, to improve the efficiency of Maktabs the

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269 Report on the public instruction in Bengal, 1902-1903, P-41.
270 "Ibid.
271 Report on progress of education in Orissa division for the quinquenium ending 31st March, 1907, P-14.
government sanctioned a scheme of giving grants-in-aid to the Maktabs who conformed to the simple departmental standard. Accordingly, many of the indigenous Muslim primary schools or Maktabs adopted the standards prescribed and were transferred from the class of private schools to that of public primary schools. As a result of this there was an increase of 7 aided Maktabs and considerable increase in the number of Muslim boys and girls attending the Maktabs during the year 1907-1908. As special schools for Muslims grew in number, a special officer known as inspecting Moulavi was appointed for them from 1910. In 1912, one model Maktab was opened in the Cuttack district and in 1913, Muslim teachers training school was opened at Cuttack to impart training to teachers of the special school for the Muslims.

According to the circular issued by the Government of India in April 1913 suggesting for the appointment of a Urdu teacher in the ordinary primary schools, in 1914-15, one Urdu teacher was appointed for the 1st grade, training school at Cuttack. The object was to give the teachers under the training a sufficient knowledge of the Urdu vocabulary and script to enable them to teach their Muslim pupils, wherever necessary.

Despite all these measures, it seemed that Muslim education was not progressing as it was expected to be. It was far behind the education of the high caste Hindus even after many years. The fact remained that the Muslims failed to seize their opportunities in the same degree as the Hindus. The table gives the distribution of Muslim Scholars (public and private) in all types of schools in Orissa during the years 1914-15 to 1917-18).

\[272\] Ibid.
\[273\] Sama, J.K, op.cit., P146.
\[274\] Memorandum of Indian Statutory Commission on working of reforms in Bihar and Orissa- 1930, PP - 208-212.
The dearth of Muslim trained teachers was a great obstacle in the way of the spread of elementary education among the Muslims.

By the year 1936, there were 6 Madrasas, 202 Maktabs including 56 for girls, 16 middle schools having an Urdu section and 14 upper primary schools conducted entirely on an Urdu basis, for the educational development of Muslims. On the basis of the census figures of 1931, Muslims formed about 1.66 percent of the total population of Orissa. The percentage of Muslim pupils to the Muslim population was roughly 7.6% in 1936, the total number of Muslim pupils under instruction was 8,213. Of them, 40 and 350 were in the collegiate and high school stages respectively. The total expenditure on Muslim education was Rs.38,962 in 1936. A separate inspecting staff for Muslim education was maintained.

The education of Muslim girls was in a deplorable condition. The main reason being the backwardness and intense feelings among the Muslims against education and outgoing of girls for superstitions thinking. In 1905, the total number of Muslim girls in all types of educational institutions represented only 9 percent.

But encouraged by the grant-in-aid system, special schools for them were opened at Balasore and Cuttack districts. Due to special consideration towards Muslim education by way of free studentship, scholarship etc., the number of girls at these
primary schools continued to increase. By the year 1911-12 there were altogether 1,112 girls and women under instruction in Orissa.

Miss Brock, Inspector of schools, wrote in 1913, “There is quite evidently a growing feeling among Muslims in favour of the education of their girls and women. This tendency seems to have come into being during the last 2 years. The act has been strongly noted by all the Assistant Inspectresses as well as by myself”\textsuperscript{276}.

But it did not prosper the way it was desired to be. The social prejudices stood on the way of girls education. The purdah system prevented many promising pupils from pursuing their studies beyond the elementary stages.

The table given below shows the number of girls under instruction in the years 1915 and 1918\textsuperscript{277}.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Muslim girls of school going age, census of 1911</th>
<th>Muslim girls pupils on March 31, 1915 to 1918.</th>
<th>Percentage of scholars on March 31, 1915 to 1918, to population of school going age, census of 1911.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angul</td>
<td>17</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Balasore</td>
<td>2374</td>
<td>459</td>
<td>16.5</td>
</tr>
<tr>
<td>Cuttack</td>
<td>5154</td>
<td>1000</td>
<td>19.4</td>
</tr>
<tr>
<td>Puri</td>
<td>1474</td>
<td>293</td>
<td>19.9</td>
</tr>
<tr>
<td>Sambalpur</td>
<td>255</td>
<td>4</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The above table indicates that there was a steady increase of Muslim girl students in all districts except in Sambalpur where the state of affairs was miserable. In the year 1936-37, there were 56 under primary schools for girls in Orissa with 2310 girls under instruction. The special facilities such as, provision of scholarships, appointment of special teachers and inspecting officers etc., were provided by the government to encourage elementary education among them \textsuperscript{278}. The main factors that prevented the

\textsuperscript{275} S.Soloman - op.cit., p - XXVII.
\textsuperscript{276} Report on Public Instruction in Bengal. 1908-1909, P-52.
\textsuperscript{277} Report on the progress of education in Bihar & Orissa. 1914-1915, P-5.
\textsuperscript{278} Report on the progress of education in Bihar & Orissa. 1914-1915, P-5.
\textsuperscript{279} Report on the progress of education in Bihar and Orissa. 1736-37, P-37.
education from progressing among the Muslim girls were strong social prejudice, strict adherence to purdah system, and lack of qualified female teachers, suitable syllabus and text books 279.

PROMOTION OF INDIGENOUS EDUCATION

The indigenous education had carried forward the process of education from times immemorial in the country. The indigenous education can be defined as one established or conducted by the natives of India on native methods 280. In Orissa the purely indigenous education was carried on in Tols, Maktabs, and elementary village schools or Pathasalas. Various types of studies were taught in these institutions like tols, for Sanskrit studies, Pathasalas in elementary education like Primary schools, and the maktabs were schools in which the elements of Arabic, Persian and Urdu literature were taught.

The Education Commission of 1882 recommended that all indigenous schools, whether high or low, should be recognised and encouraged if they served any purpose of secular education 281. The recognition and encouragement of indigenous schools therefore, became an essential part of the educational system of Bengal 282.

As a criteria for primary education, the majority of the elementary schools in Orissa conformed to the departmental standards and were included in the system of primary education. In 1899, in order to bring the rest of the Pathasalas under this system of primary education rules were framed like Primary Schools having an attendance of less than 10 pupils were ineligible for any reward and were classified under the head of Pathasalas 283. But as soon as they could collect more pupils, they were classed as primary schools, brought under regulation of departmental officers and aided from public funds 284.

279 The Samaj dated 24 July 1936.
281 Ibid., Para 675.
283 Ibid - 1895-96, Para 244.
284 Ibid, 1899-1900, Para 129.
In the year 1983, the Sanskrit tols numbered 68 in Orissa. Of these tols, the most advanced were Puri Sanskrit Tol established by the Maharaja of Balarampur, the Sriram Chandra Tol in Balasore and the Ganja Tol in Cuttack. To encourage the Sanskrit tols, a scheme of two examinations every year and scholarship to the successful candidature as monthly stipends were sanctioned by the government in 1893. This scheme proved a success and evoked much enthusiasm in the course of Sanskrit teaching. As a result, associations were formed at the three district head quarters for the purpose of organising periodical examinations of tols and for rewarding them, under a system of payment by results. The associations so formed were the Jagannath Samiti at Puri, the Orissa Sanskrit Samiti at Cuttack, and the Balasore Sanskrit Samiti at Balasore.

The performance and progress of tols were satisfactory and they adopted the standards prescribed for these examinations. Thus, the tols were improved and brought under departmental supervision. But ironically, no attention was paid to organise the village Pathasalas having provision for the teaching of Sanskrit.

Regarding the Maktabs, the government had taken steps to introduce a scheme of grant-in-aid to maktabs on condition that they conformed to the departmental standards. As discussed earlier in this chapter, many of the maktabs were successful in conforming to the standards and coming under the supervision and provision of the government.

PROMOTION OF SANSKRIT EDUCATION

To promote Sanskrit education, the government had endeavoured through various policies and incentives in the scheme of development of indigenous education. A Committee was appointed in 1914 to advise and recommend measures to the Bihar

\[285\] Ibid. 1895-96 Para 244.
\[286\] Annual General Administration Report of the Orissa Division, 1892-93, Para 134.
\[287\] Annual Report on Public Instruction in Bengal, 1892-93, Para 208.
and Orissa governments on the subject of Sanskrit education. They recommended that a Sanskrit association should be constituted for the provinces of Bihar and Orissa to conduct examinations in Sanskrit and to distribute stipends and rewards. It will also advise government on all questions connected with grants-in-aid to tols, and generally all matters relating to Sanskrit studies. They wished that a Superintendent of Sanskrit studies to be appointed in the provincial service and to be given four assistants of the Status of Sub-Inspectors. The Committee also favoured the existing system under which stipends and rewards were given to teachers and pupils on the result of the different Sanskrit examinations rather than a general system of grants-in-aid. The committee expressed the hope that these recommendations would lead to an improvement in many tols in the province.

Accordingly, a Sanskrit Association consisting of a Convocation and a Council was established in October 1915, consisting of 100 and 18 members respectively. A superintendent of Sanskrit studies and a Second Assistant Superintendent of Sanskrit were appointed during the year 1918-1919.

In 1915, there were 12 Sanskrit Pathasalas in Orissa. These pathasalas taught in addition to Sanskrit, the departmental curriculum in reading, writing and arithmetic for two hours a day. Sanskrit Pathasalas were eligible for aid from local bodies, while tols had to rely on assistance from the limited amount at the disposal of the Sanskrit Council. But the number of tols in Orissa decreased from 78 in 1922 to 57 in 1927. The decrease in the number of tols appeared to be largely, due to the fact that some tols called themselves Pathasalas in order to be eligible for aid from local bodies. In other words, they began to teach some sort of primary curriculum in addition to Sanskrit. As might be expected, it was the number of Pathasalas that showed the increase. The number of Sanskrit Pathasalas was 14 in 1922 and 26 in 1927.

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288 The first quinquinennial report on the progress of education in Bihar and Orissa, Chapter - XVIII, para 355.
289 Ibid, Para 356.
290 Ibid - Para 357.
By the year 1936 the tols and Sanskrit Pathasalas were running properly, in terms of improvement in the daily attendance, discipline, examination results and general work. This improvement was achieved through the combined efforts of ordinary and special inspecting officers as well as the active interest taken by the Sanskrit Association.

THE SATYABADI VIHAR

A new form of education, different from the official education which involved enormous cost, a simple and indigenous method of teaching, easily accessible to the people, both rich and poor, came up in Orissa. The founder and pioneer in this type of education was the great freedom fighter Pandit Gopabandhu Das. The institution was started on 12th August, 1909 at Sakhigopal in the district of Puri and had a band of highly educated and dedicated workers to implement the ideas of the school.

The Satyabadi Vihar was the outcome of serious experiments in ideal and was entirely independent of government help and control. Though education engaged the immediate attention of its workers, they set before them also an ambitious programme of social and political advancement of their people.

As an experiment in sound natural education, the Satyabadi Vihar had certain peculiar features, entirely distinct from other educational institutions in the country. While appreciating some of the liberalising effects of modern day education, the Satyabadi workers attempted at restoring the old Ashram life, marked for its plain living and high thinking. The school intended to mark a combination of old and new methods.

Besides theoretical education, due importance was attached to technical training in order to train the boys for the practical life. Vocational training in skills like trainings in carpentry, agriculture, institutional training were imparted to them. Though started independently of the government system, for the requirement of fund and recognition it had to come under the government education system. In 1917, it was affiliated to

\[\text{Ibid p 170.}\]
the Calcutta and subsequently to the Patna University as a High School called the Satyabadi School. The increasing financial pressure led to the rapid decline of the institution in course of time. It was felt that, unless the Satyabadi Vihar was placed on a sound and permanent financial basis, national education could not long commend itself to the people nor could its objective be attained. The attendance fell down considerably. A popular institution having a long and glorious history behind it, came to an end in 1926. There is hardly any doubt that the Satyabadi Vihar made outstanding contributions in social, cultural and national life of the then Orissa.

Educational Administration

The educational administration held a special position in the overall educational development during the colonial period. The objective of ensuring meaningful education through experimenting with various measures required a systematic administrative apparatus to fulfil it. The administration changed with changing interest. In this sub-section, the administration of various stages of educational system would be discussed.

Management of Primary and Middle Schools by the local bodies

The responsibility of fostering and superintending primary education rested with the local executive officers, that is, with the Magistrate and Collector, up till 1885. With the introduction of Bengal local Self-Government. Act of 1885, the direct responsibility of primary education was entrusted to the local bodies. After the introduction of local self government by Lord Rippon, the government, passed resolution laying down the policy of administering local affairs largely through rural and urban local bodies, a majority would be elected by the people wherever and

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293 Ibid, p 170
whenever officials felt that it was possible to introduce elections. The resolution also permitted the election of non-official as Chairman of a local body.

To implement this resolution, acts were passed in different provinces. By passing the Bengal Local self-Government Act of 1885 in the Bengal Legislature the object was two fold; viz. (I) to educate the people to interest themselves and to participate in the management of public affairs, and, (ii) to lighten the burden of administration of which the strain on the Government Offices was continually increasing. The Act contemplated the constitution of three classes of local authorities viz. District Boards, Local Boards and Union Committees.

The Bengal local self-Government Act of 1885 was in force in all districts of Orissa, except Sambalpur. There were, therefore, District Boards in the Cuttack, Puri and Balasore and District Council in Sambalpur. They were responsible for upkeep of communication for the provision of sanitation and medical relief and the maintenance of primary and middle schools.

According to the rules of the Act, every District Board should be charged with and be responsible for the maintenance and management of all primary and middle schools under public management within the District, the construction and repair of all buildings connected there with, the appointment (subject to certain special conditions) of all masters and assistant masters thereof and the payment of their salaries.

During the quinquennium, 1902-07, a section was added into the Act empowering District Board to appoint an education committee consisting of members of the District Board, and such other residents of the District as might be selected by the Board and approved by the commissioner of the Division. Its duty was to offer

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294 Samal, J.K op. cit. p179.
suggestions for the consideration of the authorities of the school or the Education Department.

By 1905 it was found that the officers of the Education Department generally worked in complete harmony with the District Boards. The District Board was dependent on the Director of Public Instruction in the sense that the educational expenditure provided in a District Board Budget had to be approved by him.

Even after the transfer of direct responsibility for primary education to the District Board and its Chairman, the local self-government Act, however, did not really alter the position of the District Magistrate with regard to education for two reasons.

In the first place, he was responsible to Government for the working of the District Board. Second, the Magistrate was invariably the Chairman of the District Board and its executive authority.

But the Bengal Local-Self-Government Act of 1885 was amended from time to time according to the necessity of the issue. At the beginning of 1906, Sir Alexander Pedler issued a circular to inspecting officers explaining the position of executive officers in relation to primary education and emphasised the necessity of co-operation. By equally dividing the area of administration he suggested that while the Magistrates, Collectors and other executive officers who have the responsibility of fostering and developing primary education in their districts and overseeing that a sufficient proportion of fund is devoted to this purpose and the other hand, charged with the duty of rendering help, and consulting officers for the improvement of primary education, like educational standards, teaching and inspection of schools.

As a result of the Act of local self-Government local boards had been formed in all the sub-divisions of Orissa by 1922 and there were eight local Boards in Orissa, to which powers over primary schools were delegated.

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298 Ibid -para-37.
299 Ibid-para-44.
300 Ibid- Para-7.
301 Bihar & Orissa, First Decennial Review (1912-22) of the Administrative and Development of the Province, PP-97-101
The Education Department with local bodies continued its work satisfactorily. The District Inspectors, in addition to their duties as inspecting officers and other activities like selection of candidates for scholarship examination, management and supervision of middle schools, were practically the executive officers of the District Boards as far as primary schools were concerned and a large number of bills and similar documents passed through their hands.

At several times, there were instances of interference in the educational administration from the Government functionaries like Sub Inspectors and members of local Boards. In the districts of Cuttack and Balasore, particularly, such cases of usurpation have been found. The sub-Inspectors were resented many times the interest which the members of the local Boards were taking in their field. The Government after taking note of these short comings, came to the decision in 1926, that the Sub-Inspectors should remain Government servants but the local bodies had been given large powers in the matter of control and supervision of the educational progress. With the government order the vested question was ultimately settled.

The District Boards, on the whole, provided a congenial field for educational development. Being empowered with the responsibility of supervising and controlling education they were able to effect modifications through bringing it to the notice of the government.

The second phase of educational development in the province started after 1905 when Orissa entered the mainstream of India's national life. In the backdrop of two important movements, starting around that time, also affected the educational development. These were, the Utkal Union Movement for the unification of all Oriya-speaking areas and secondly, the National movement for freedom. The British socio-economic policies after 1905 were influenced by those two movements.

The important factor which profoundly stimulated the progress of education was the progress of national struggle. The grave illiteracy drew the attention of the nationalists who vociferously criticised the government apathy towards this. With a view to pacify...
the growing opposition to the British Policies, several concessions were offered from time to time. The Acts of 1909, 1919 and 1935 were passed to counteract the growing demand giving concessions in administrative matters to the Indians in local bodies.

At the beginning of the 20th century, the Government of India's educational policy of 1900 laid maximum emphasis on primary education and grants for primary education were increased greatly. But such grants did not prove enough to carry education to the masses of the people. Striking changes were introduced in the field of primary education during the period under review. Attention was directed not only to the establishment of new schools but also to the improvement of those already established. The greatest drawback of the primary education was the wastage and stagnation.

This was attributed to different causes such as poor teaching, irregular attendance of the pupils, the admissions of very young children and lack of interest on the part of parents.

Several measures were adopted to overcome these lacunae to progress the primary education among the masses. The measures included among other things, the provision of properly trained teachers, higher remuneration to them, strengthening of supervision over primary schools, changing of curriculum. In spite of these remedial steps, the progress of education was not satisfactory even after three decades of experiments in the field of primary education. In 1936, the percentage of literacy in British India was 12% and in Bengal it was 20%, but Orissa had the literacy rate of only 7%.

In the field of secondary education, following the pattern of grants-in-aid by private enterprises, this period under review also gave much emphasis to it. Unlike Bengal or Bihar, the province of Orissa did not give the required response due to Orissa's comparative economic backwardness and the state of secondary education was far from satisfactory from quantitative point of view by the end of 1936. On the other hand, as a result of the reorganisation of First Grade Training school at Cuttack, the

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302 Samal, J.K, op. cit., p204.
provision of vocational subjects in the curriculum, strengthening of inspecting staff, the improvement in quality of secondary education was perceptible.

The collegiate education started during the earlier phase could not make its progress in terms of numbers during the period under review. First, only one college was painfully inadequate to meet the needs of entire Orissa. Second, the costly nature of higher education tended to make it a monopoly of the higher classes and the urban people. Third, supreme attention was concentrated on the study of English, even though the standard of English teaching was not of high order and finally and not importantly, the products of the college were not successful in finding suitable employment.

During this period, the British administration did not put proper attention on scientific and technical education. By 1936, there were only one Medical school and one Engineering school in Orissa and a few industrial schools to impact industrial training. But there were no Engineering and Medical colleges in the entire province of Orissa to impart higher education.

For the promotion of female education, several measures were adopted to achieve the goal. Co-education was encouraged as far as possible along with girls' schools wherever necessary. The special inspecting agency was created for the supervision of female education. Trained teachers were appointed for imparting quality education. In spite of all these measures, the female education presented a disappointing picture as the rate of the literacy among women was mere 2.4% by the end of 1936. For the promotion of higher education among the women of Orissa, intermediate classes were opened in the Ravenshaw Girls' School.

Several measures were undertaken to spread education among Muslims. The Muslim educational institutions like Maktabs and Madrasas were selected and improved upon to impart the instruction. To suit the needs of Muslim people, various examinations in Islamic subjects were conducted and for the training of Muslim teachers like training schools of Muslim teachers at Cuttack and Bhadrak played an important role in this
regard. Besides, a separate inspecting staff for the supervision and promotion of Muslim education was maintained.

Out of the total population of Orissa, the Muslims formed only 1.66 percentage. But the percentage of Muslim pupils to the Muslim population was roughly 7.6%. Around 9,713 Muslim pupils were under instruction in different stages in 1936. However, the disappointing factor in the education of Muslims was that no Muslim girl passed the Matriculation Examination by 1936. Overall, the Muslims of Orissa never lagged behind others in the race for educational progress.

Simultaneously, with the English education, indigenous institutions of Orissa thrived during the period under review in the form of Tols and primary Sanskrit schools, mostly imparting instruction in Sanskrit studies. The establishment of Sanskrit college at Puri in 1917 was a landmark in the history of Sanskrit education in Orissa.

Another notable event in the history of education in Orissa from 1900 to 1947 was the establishment of ‘Satyabadi Vihar’, commonly known as Satyabadi Bidyalaya. It was the outcome of a serious experiment to educate the people of Orissa on indigenous lines, different in content from the regular kind of education.

Being different from the formal type of educational system, it gave emphasis on the moral and progressive kind of education, with sacrificing spirit as the central point. The highly educated and self-less workers of Satyabadi Vihar made educational advancement of the people a mission of their life. Their contributions to the building up and strengthening of the national life and character of Orissa were remarkable.

The educational development in the period of 1900-1947 made far-reaching changes in terms of specific policies, measures and the outcome. But in the wider context of general history, this period did not provide Orissa with satisfactory educational progress. In terms of quantity and quality in the education development, there remained so much to be done. The number of schools and the percentage of school going children did not show any great change between 1900 - 1947. In 1936, the percentage of children at School to the total population was 9.1.
In spite of the measures and the initiatives taken by the government, the development of education was not quite comparable compared to other provinces of Bengal and Bihar. Some inherent factors hindered the progress of education. Firstly, though the initiative taken by the government for the spread of education in the province was quite late compared to the neighbouring provinces due to several factors discussed in the chapter, the government never spent more than a scanty sum which hindered the growth. Moreover, the funds allotted for girls education was abysmally low resulting in unequal distribution of progress of education. This was partly due to the governments policy of not hurting the susceptibility of orthodox Oriyas.

Even more it was because of female education lacked immediate usefulness in the eyes of the foreign officials since women could not be employed as clerks in the government offices.

Third, the emphasis on English as the medium of instruction in place of vernacular language at the High School level prevented the spread of education of the masses. So in the subsequent college education, the number of students was very less.

Fourth, the local bodies, which could have carried the system to its natural size, themselves became factional in approach, political in motive and slow by nature. All these factors retarded the progress of education instead of its growth, actually planned. And to the government such weakness of the local bodies, provided an opportunity to avoid the required attention.

Fifth, the remoteness of rural areas, lack of communication resulted in the improper supervision and inspection of schools by educational agencies. A number of schools virtually remained isolated due to this factor.

Sixth, the economic backwardness of the province and growing poverty of the people continued to be a stumbling block in the path of education.
Seventh, in the matters of female education the genuine conservatism of the people in general stood in the way of progress.

The noteworthy feature of the period from 1900-1947 was the growing demand for high school education throughout the province. The number of high schools was 15 in 1905 and 35 in 1936. In 1942, the number of high schools was 48, to which as many as 41 were added during 1942-47.

There was no progress in collegiate education till 1942, apart from the Ravenshaw college which was started in 1868. Between 1942 –1947, the number of colleges in Orissa rose to 11. The establishment of Utkal University in 1943 was a landmark in the history of higher education in the province.

This progress in education, particularly between 1936 - 1947, was due to several factors like separate statehood for Orissa in 1936 and formation of the first Congress ministry of 1937–38, which gave a fillip to the growth of education.

Yet it may be said that the foundations of modern education were clearly laid during the period under review. The most notable of these were, the introduction of trained personnel to take charge of primary and secondary schools, revision of curriculum on modern basis, composition of text books on each subject, appointment of necessary inspecting staff at every stage and proper attention towards buildings and equipment. Side by side, female education and Muslim education were brought within the orbit of the educational system. These foundations were consolidated later on after independence to be more fruitful.

Thus, even though quantitative growth was yet a far cry by 1940’s, the qualitative growth had received a standard shape. On the basis of those qualitative achievements, the quantitative growth became almost phenomenal in the post-independence period.