Chapter-III

Secondary Education
SECONDARY EDUCATION

Introduction

Secondary Education occupies a very strategic position in the educational pattern of the country. As it is the link between Primary and higher education, it exerts its influence on both. Primary education is the education of the masses and it is intended to provide the minimum essential necessary for survival and opens up the gates of knowledge.

But secondary education enables the individual to become a full member of the complicated modern society. This is the stage, which develops the ability, interests and character of the individual. In the chain of education, secondary education is the central link and considered to be the most important link. For the majority of students, it is the final stage of education after which they entered into public life and take up employment in industry or in different occupations. So it is desirable that education at this stage should be structured to equip students with both knowledge and skill in order to join any part of economic life and to help them to stand in good stead in different
walks of life. Therefore, it is expected that secondary education must be of the highest quality if it is to satisfy the needs of the modern age.

In India, secondary education grew up in isolation from the system of elementary education. In order to know the present system of secondary education, it is necessary to attempt a brief review of the various Government Resolutions, Reports and Recommendations which have approached this problem directly or indirectly.

Secondary education was imparted by the Middle Schools and High Schools. The schools coming under the scope of middle schools were broadly of two types; one was the Middle English School with English as a compulsory subject in the curriculum and led to the High school stage. The other type was known as Middle Vernacular School. Here English was not a compulsory subject in the teaching-learning process. It was intended to be very largely a complete course in itself.

The Middle English School provided a four-year course of study after the lower primary stage. The first two years
in these schools corresponded to upper primary course with the addition of the teaching of English. The Middle Vernacular schools added to two years of education in modern stage. High English school provided a four year course of study after middle stage. The medium of instruction in the non-language subjects in the schools was English. Almost all the High English Schools in Orissa contained the Middle classes as well.¹

In India, Secondary School is the 'gift of modern education'. This type of schools was not prevalent in ancient and medieval India. These were started in our country for the first time by the foreign missionaries and thereafter, by the Indian Educationists. These efforts were made as early as 1830 A.D., the authority decided to give English education to the Indians in order to qualify them to take large share in the civil administration of their country.² The report of Lord Thomas Babington Macaulay, which was accepted by Lord William Bentinck, the then Viceroy of India in 1835, paved the way for the expansion of Secondary education.³

The Despatch No.49, dated the 19th July, 1854 from the Court of Director of the East India Company to the Governor
General of India in Council has been described as the “Magna Carta of English Education in India.” This dispatch is commonly known as the Wood’s Despatch of 1854. It is a landmark in the history of education of India and ushered in an era of reforms. The East India Company had laid, though faint, firm foundations of a well articulated educational infra-structure for the country. The Despatch contains the complete exposition of the wishes and intentions of the Honourable Court of Directors, and it lays down very clearly the principle by which the instruction of the natives of this country is to be carried on. The major recommendations of the Woods Despatch related to:

1. Machinery for managing the Department.
2. Establishment of the Universities.
3. Grant-in-aid system.

Between 1852 and 1882, certain defects were clearly discernible in the secondary system: the mother tongue was completely dropped as the medium of instruction, no steps were taken for the training of secondary school teachers, the courses of studies prevalent then was highly academic and unrelated to life mainly because there was no scope for vocational courses.
The clear-cut objectives of the Secondary education had not developed and universities were non-existent. The schools encompassed the entire intellectual horizon and they aimed very high. The schools were the institutions of higher learning and also of specialization, as a result of which mainly a youth left the schools with education as an unfinished business.7

By this time, certain defects had crept in secondary education. In order to remove these defects, Hunter Commission suggested in 1882 that the education of High School should be divided into two parts: (1) ‘A’ course, which should be for those students who wish to take admission in universities to receive higher education and (2) ‘B’ course, which should be made more “practical and which should prepare youngmen for professional and non-literary works. Neither the Government nor the people paid any heed to this recommendation of Hunter Commission. Consequently the secondary education continued to expand in its former way”.8

At the opening of the 20th century, the state of Secondary education was far from satisfactory both from the
quantitative and qualitative point of view. During the year 1902, a new scheme of vernacular education in Secondary education was introduced. The main principle of the scheme was that Indian boys were not allowed to learn English till they had been well grounded in their mother tongue.9

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:

(1) employment of only trained teacher in Secondary Schools;
(2) enhancement of salaries of the teachers;
(3) proper school accommodation;
(4) introduction of improved courses of studies;
(5) introduction of manul training and improved science teaching;
(6) enhancement of grant-in-aid and encouragement for the establishment of new aided institution;
(7) establishment of training college and improvement of training school system;
(8) Foundation of Government schools where necessary.
The period under review saw the extension and improvement of secondary education on the basis of the guidelines indicated above.\textsuperscript{10}

**Progress of Secondary Education : 1862-1935 :**

Sambalpur district was in Bengal Presidency upto 1862, when it was transferred to the Central Provinces. Again it was transferred to Bengal in 1905 (Detail mention in Previous Chapter, Table No.2.1).

The total population of Sambalpur district during 1901 was 829,698 out of which 13,936 were literate. So the total percentage of literacy was 1.68 out of which male literacy was 3.3 percent and that of female was 0.09 percent.\textsuperscript{11}

The Table No.3.1 (See page 124) shows the abstract of literacy with figures of Religions.

**Sambalpur Zilla School :**

The secondary education in the Sambalpur district was introduced after the foundation of Sambalpur Zilla School in 1852 at the town of Sambalpur.\textsuperscript{12} Sambalpur school was the
Table 3.1

Literacy with figures of Religion in Sambalpur in 1901

<table>
<thead>
<tr>
<th>Religions</th>
<th>Population</th>
<th>Literacy</th>
<th>Percentage of Literate on total population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Person</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Hindu</td>
<td>755088</td>
<td>370683</td>
<td>384405</td>
</tr>
<tr>
<td>Animist</td>
<td>69408</td>
<td>33730</td>
<td>35678</td>
</tr>
<tr>
<td>Muslim</td>
<td>4373</td>
<td>2363</td>
<td>2010</td>
</tr>
<tr>
<td>Christian</td>
<td>722</td>
<td>375</td>
<td>347</td>
</tr>
<tr>
<td>Jain</td>
<td>14</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>93</td>
<td>52</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>829698</td>
<td>407213</td>
<td>422485</td>
</tr>
</tbody>
</table>
oldest school in the district. It was a Zilla School from 1856-57 to April 1859. It was again raised to the status of a High English school in 1864.13 This school was maintained by the Government. The attendance of this school rose from 142 in the year 1886 to 214 in 1906-07.

A boarding house was attached to it for the convenience of boys from the rural areas and had accommodation for about 20 boarders. There were 484 students on the roll upto 31st March 193014. Out of the students on the last mentioned date, 431 were Hindus, 30 Mohammedans and 23 Indian Christians. Among the Hindus, there were 5 aboriginals and among the Christians 12. The majority of the students were Oriyas. The number of boys whose mother tongue was Hindi or Bengali was small.

In 1930, there were 25 teachers on the staff. All the teachers except three were trained. Four of the teachers belonged to Sambalpur district, one was from Bihar and rest were from the other districts of Orissa.15
In 1930, there were eight classes, all of which were duplicated. In the four top classes, the medium of instruction was English. Vernacular, Sanskrit and Persian were the other languages taught. Oriya was the medium of instruction in the last four classes. English was taught as a second language in those classes. There was provision in the school for the teaching of the four Principal Vernacular languages namely Hindi, Oriya, Bengali and Urdu. The teaching of Physics and Chemistry had been introduced and a good laboratory had been provided. There was a gymnasium in the school compound and spacious play ground. A hostel was attached to the schools in which there was accommodation for 50 boarders.\textsuperscript{16}

The Table No.3.2 (See page 127) indicates the number of Secondary Schools, Scholars reading there in and the expenditure on secondary education during 1891-92 to 1902-03.\textsuperscript{17}

During the period from 1901-02 to 1910-11, the number of Secondary schools in Sambalpur rose from 7 to 9. In the district of Sambalpur the number of High School remained constant during the entire decade.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of School</th>
<th>Number of Middle School</th>
<th>Scholar in Secondary School</th>
<th>Expenditure on Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891-1892</td>
<td>1</td>
<td>6</td>
<td>538</td>
<td>Rs. 976.00</td>
</tr>
<tr>
<td>1892-1893</td>
<td>1</td>
<td>7</td>
<td>577</td>
<td>Rs. 1,191.00</td>
</tr>
<tr>
<td>1893-1894</td>
<td>1</td>
<td>7</td>
<td>597</td>
<td>Rs. 1,191.00</td>
</tr>
<tr>
<td>1894-1895</td>
<td>1</td>
<td>7</td>
<td>554</td>
<td>Rs. 10,884.00</td>
</tr>
<tr>
<td>1895-1896</td>
<td>1</td>
<td>8</td>
<td>606</td>
<td>Rs. 12,281.00</td>
</tr>
<tr>
<td>1896-1897</td>
<td>1</td>
<td>8</td>
<td>697</td>
<td>Rs. 11,779.00</td>
</tr>
<tr>
<td>1897-1898</td>
<td>1</td>
<td>8</td>
<td>614</td>
<td>Rs. 10,996.00</td>
</tr>
<tr>
<td>1898-1899</td>
<td>1</td>
<td>5</td>
<td>644</td>
<td>Rs. 11,346.00</td>
</tr>
<tr>
<td>1899-1900</td>
<td>1</td>
<td>5</td>
<td>531</td>
<td>Rs. 8,088.00</td>
</tr>
<tr>
<td>1900-1901</td>
<td>1</td>
<td>5</td>
<td>218</td>
<td>Rs. 11,048.00</td>
</tr>
<tr>
<td>1901-1902</td>
<td>1</td>
<td>6</td>
<td>236</td>
<td></td>
</tr>
</tbody>
</table>
A comparison of statistics showed that during the past ten years, Middle English Schools rose from 1 to 5 and Middle Vernacular Schools fell from 6 to 3. This showed that the Vernacular Secondary schools had been steadily declining in popularity ever since the pupils passing from such schools were prevented from obtaining admission to medical and other examination.\textsuperscript{18}

The Table No.3.3 (See page 129) indicates the progress of secondary education in Sambalpur district from 1901-02 to 1910-11.

The Table No.3.3 (See page 129) proved that the Middle English schools were popular and demands were frequently made for an increase in their number. The Middle Vernacular schools on the other hand, which provided a similar course except the teaching of English, were generally unpopular.

The question whether Middle Vernacular Schools should be further encouraged or whether all such schools should be converted into Middle English schools was under consideration for a long time. In view of the opinions expressed
Table 3.3

Progress of Secondary Education in Sambalpur from 1901-1902 to 1910-1911

<table>
<thead>
<tr>
<th>Sambalpur</th>
<th>1901-02</th>
<th>1902-03</th>
<th>1903-04</th>
<th>1904-05</th>
<th>1905-06</th>
<th>1906-07</th>
<th>1907-08</th>
<th>1908-09</th>
<th>1909-10</th>
<th>1910-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Scholar</td>
<td>33</td>
<td>31</td>
<td>35</td>
<td>35</td>
<td>175</td>
<td>214</td>
<td>236</td>
<td>278</td>
<td>300</td>
<td>330</td>
</tr>
<tr>
<td>M.E. School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Scholar</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>388</td>
<td>264</td>
<td>451</td>
</tr>
<tr>
<td>M.V. School</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Scholar</td>
<td>240</td>
<td>279</td>
<td>888</td>
<td>946</td>
<td>1004</td>
<td>1027</td>
<td>1032</td>
<td>595</td>
<td>403</td>
<td>206</td>
</tr>
</tbody>
</table>
in favour of the use of the Vernacular as a medium of instruction in the High Schools, it seemed prima facie undesirable to convert Middle Vernacular Schools into M.E. Schools unless sufficient local demand existed.¹⁹

There was undoubtedly a wide demand from parents and pupils themselves for increased facilities for English education. Parents were anxious for their children to be trained in English as soon as possible, but were not willing to send them away from home when they were still of tender age. In 1925 the Inspector of Schools Orissa observed: "There is no doubt that there is, at present, strong demand for English Teaching for children as close as possible to their homes".²⁰

Some looked upon the process of conversion of Middle Vernacular schools into Middle English Schools with great dislike. They expressed their feeling against this in the following words. It be in the interest of the country as a whole was more doubtful. Middle Vernacular schools were of ten very efficient, and it was from them that the best teachers were obtained for primary schools. The efficiency of many Middle
English schools was on the other hand, left much to be desired.21

**Bargarh High School:**

The other High School, called the George High School, Bargarh. Originally started as Upper Primary School in 1862, it was converted into a Middle Vernacular school in 1868 and further converted into a Middle English School in 1908.22 The school was maintained by Private funds and aided by Government. The fourth, third and second classes were opened in 1915, 1916 and 1917 respectively. The Patna University accorded sanction to the opening of the matriculation class on 22nd November 1919 which was started from the beginning of the year 1920.23

The roll strength of students rose from 140 in 1920 to 175 in 1930. The High School building was constructed with the help of a government contribution of Rs.23000/-, Rs.20,900/- received from the state proceeds of the old Middle Vernacular school building and a public donation of Rs.89,944/-. There were two hostels attached to it, with accommodation for 101
boarders. Upto 1930, there were only two high schools in the district. 24

**Progress of Secondary Education : 1936-47 :**

After the creation of separate Orissa Province in 1936, the area of the Sambalpur district was 5394 square miles and its population was 1065388. In that year, there were two High English Schools with 729 students. The number of Middle English schools was 7 out of which 6 were aided by the Government and one unaided with the roll strength of 726. During the above period, the number of Middle Vernacular schools was 7 and of 572 schools. All the seven middle vernacular schools were maintained by District Boards. 25

The most important event of the year was the receipt of a letter from the Government of India, vide letter No.F.1-6(a)36-A.B dated 30th April 1936, forecasting Changes in the state. To supply the information and opinion as desired by the Government of India, a small Committee was set up and this made important recommendations. The consideration of these, was however, deferred till the new Provincial Constitution should
be in operation. So, this year (1936) was thus one of the “marking time” and stock taking.²⁶

The following table indicates the number of colleges, secondary schools, primary schools, etc. in Orissa during the period from 1936 to 37²⁷.

**Table 3.4**

<table>
<thead>
<tr>
<th>Recognised institution</th>
<th>Male institution</th>
<th>Female institution</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1937</td>
<td>1937</td>
<td>Male</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts College</td>
<td>3</td>
<td>1</td>
<td>785</td>
</tr>
<tr>
<td>Professional College</td>
<td>1</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>High School</td>
<td>32</td>
<td>2</td>
<td>9490</td>
</tr>
<tr>
<td>Middle School</td>
<td>169</td>
<td>12</td>
<td>18,316</td>
</tr>
<tr>
<td>Primary School</td>
<td>7,146</td>
<td>421</td>
<td>2,64,400</td>
</tr>
<tr>
<td>Special School</td>
<td>118</td>
<td>5</td>
<td>3,278</td>
</tr>
<tr>
<td></td>
<td>7,469</td>
<td>441</td>
<td>2,96,290</td>
</tr>
</tbody>
</table>
During the period from 1938 to 1939 there were 2 High Schools in the district: one was Government and another one was aided with a total roll strength of 744. The number of Middle English schools was 8 with the roll strength of 901 and the number of Middle Vernacular schools was 9 with 569 pupils.28

The Table No.3.5 (See page) indicates the numbers of secondary schools and pupils in the district of Sambalpur from 1938-39 to 1940-41.29

In the year 1938-39, the Patna University passed a regulation regarding Oriya as medium of instruction in northern Orissa including Sambalpur.30 The district received various grants from Government and District Council for maintaining of institutions. In this regard, the High School of Sambalpur had received Rupees three hundred for hostel and Rupees three hundred for purchasing books and slates.31

Larambha High School:

There were no more High Schools in the district of Sambalpur upto 1937 except Zilla School, Sambalpur and
<table>
<thead>
<tr>
<th>Type of school</th>
<th>1938-1939</th>
<th>1939-1940</th>
<th>1940-41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nos. of School</td>
<td>Nos. of Pupils</td>
<td>Not Reported</td>
<td>Nos. of Pupils</td>
</tr>
<tr>
<td>Govt.-1</td>
<td>2</td>
<td>744</td>
<td>2</td>
</tr>
<tr>
<td>Aided-1</td>
<td>8</td>
<td>901</td>
<td>10</td>
</tr>
<tr>
<td>M.V.</td>
<td>9</td>
<td>569</td>
<td>10</td>
</tr>
<tr>
<td>M.E.</td>
<td>1</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>Muncipality-1</td>
<td>1</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>District Council-1</td>
<td>1</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>Unaided-1</td>
<td>1</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>District Council-7</td>
<td>1</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>Unaided-2</td>
<td>1</td>
<td>47</td>
<td>1</td>
</tr>
</tbody>
</table>
George High School, Bargarh. But the year 1938, witnessed the establishment of Larambha Residential High School at Larambha, a small village, 38 K.M away from Sambalpur town. It was established by late Brajamohan Panda, an eminent educationist of Orissa as well as one of the leading Freedom fighter.  

The Larambha High School started functioning from 1st January 1939 with fifteen number of students. During 1940-41, the Government of Orissa gave permission to open some High Schools and M.E.Schools in Orissa. Subsequently, the M.E.School of Larambha and Pattanaik Para (Sambalpur town) had been selected for Government Recognition. Two High Schools also came into being in the district of Sambalpur, one at Jharsuguda and another at Khariar. But the classes could not be recognized upto 1940-41.  

The Larambha High School was one of the unique residential High Schools in rural Orissa. The aim of establishing a High School at Larambha was to enable the poor students to continue secondary education with much less expenses and to pass matriculation examination. About two third of the total
number of students lived in the hostels and it was the first school in western Orissa that had been converted into a Higher Secondary Multipurpose school.\textsuperscript{35}

**Secondary Education in Feudatory States:**

**Bamra:**

The western education was introduced into Bamra in 1892 when an English school was established by Sir Basudev Sudhal Dev, the ruler of Bamra state.\textsuperscript{36} This school was converted into a High School in 1911-12, and it was a full-fledged High School upto 1922-23. However, in 1923 it was disaffiliated and lost its recognition as a High School. Again in 1928-29, the school regained its original status as a full-fledged High School and was recognized as such by the Patna University.

The following table shows the numbers and types of schools with students in 1941-42, (Ex-state of Bamra).\textsuperscript{37}
Table 3.6

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Number of schools</th>
<th>Number of students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1 High School</td>
<td>1</td>
<td>209</td>
<td>2</td>
</tr>
<tr>
<td>2 M.E.School</td>
<td>2</td>
<td>160</td>
<td>-</td>
</tr>
<tr>
<td>3 M.V.School (Girls)</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

The High School at Deogarh was the only High School in the Bamra state upto 1941-42. The average student strength was 200 consisting of 12 members of teaching staff.

Rairakhol:

Education was very backward in Rairakhol (ex-State). There was not a single secondary school in Rairakhol upto 1931-32.38

India became independent on the 15th of August, 1947. During 1947, the total population of Orissa Province was 8728544. Out of that 4218121 were male and 4510428 were female.39 The total number of educational institution in the Province upto 31st March 1948 was 8276 as against 7969 in the
year 1947. The increase was due to the expansion of colleges, secondary as well as primary schools.

The table below gives the comparative figures of different types of institutions in Orissa.40

Table 3.7

<table>
<thead>
<tr>
<th>Types of institution</th>
<th>1946-1947</th>
<th></th>
<th>1947-48</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>1. College (Arts &amp; Science)</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2. Professional Colleges</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. High Schools</td>
<td>83</td>
<td>6</td>
<td>89</td>
<td>99</td>
</tr>
<tr>
<td>4. M.E. Schools</td>
<td>253</td>
<td>20</td>
<td>273</td>
<td>265</td>
</tr>
<tr>
<td>5. Primary Schools</td>
<td>6409</td>
<td>209</td>
<td>6615</td>
<td>6622</td>
</tr>
<tr>
<td>6. Special Schools</td>
<td>147</td>
<td>4</td>
<td>151</td>
<td>155</td>
</tr>
<tr>
<td>7. Unrecognised schools</td>
<td>822</td>
<td>4</td>
<td>826</td>
<td>891</td>
</tr>
</tbody>
</table>
In the year 1947, the area of Sambalpur district was 5419 square miles and its population was 1182622 out of which 580808 were male and 601814, female (1941 Census).\(^4\)

In this year Sambalpur district had 1 college, 10 High Schools, 28 Middle English Schools, 588 Primary Schools, 1 training school, 2 other schools as a total of 630 institutions. In the year 1947, the district had 10 numbers of Sub-Inspector of Schools, for inspecting the schools of Sambalpur.\(^5\)

**Higher Education:**

When Orissa became a separate Province in the year 1936, there were only 5 colleges in the state, of these 4 were Arts and Science colleges and one was a Training college. But upto 1943, there was no college in Sambalpur district.\(^6\) In the year 1943, proposal had been passed for establishing intermediate colleges in Sambalpur, Balasore and Puri. Sambalpur College was the only college to open Arts, Science and Commerce classes. But the other two colleges were only Arts intermediate colleges\(^7\).
It was only after the Utkal University Act of 1943 came into force on 27th November 1943, that the higher education began to expand slowly. In July 1944, the Gangadhar Meher College, which is the first and foremost college of the district, was established at Sambalpur. It was named after the great Oriya poet, Gangadhar Meher. It is the oldest college of the district and one of the first grade college of Orissa.45

In 1944, the college (Gangadhar Meher) was affiliated to the University with three streams i.e. Arts, Science and Commerce having the following subjects.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.Sc.</td>
<td>English, Chemistry, Physics, Mathematics and Biology</td>
</tr>
<tr>
<td>I.Com.</td>
<td>Modern English, Elementary Economics, Commerical Geography, Elementary Book-Keeping and Accounting, Commercial Arithmetic, Business</td>
</tr>
</tbody>
</table>
Method and Office Organisation, Commercial Correspondence and Salesmanship, Shorthand & Typing, Insurance & Banking.

B.A. = English (Pass & Hons.), Oriya as a Principal subject, Economics (Pass & Hons.).


The number of students in the 1st, 2nd and 3rd year classes on the 31st March 1947 was 306 of whom 71 students resided in the college hostel and 64 were in the Lewis Colony Hostel. The college was maintained by the Government and the expenditure on it in 1946-47 was Rs.83,176. The amount of fees, hostel seat rent etc realized and credited to Government was Rs.23,756.
A growing country needs to create a right atmosphere for production, which ultimately becomes an important part of the national system of education. People were aspiring to help grow the economic conditions of the country through vocational training.

In 1920, an interesting debate followed in the Bihar and Orissa Legislative Council the moving of a resolution for the development of vocational training. The mover, while admitting that a liberal education in Arts and Science at the secondary level was the soundest foundation for a collegiate education, urged that vocational training should be given in schools before the collegiate standard was reached.

The Education Committee of 1923 enquired into the point relating to the necessity for introducing vocational subjects in the curriculum. They came to know that, there was a genuine popular demand for the subjects of this nature to be taught at secondary schools. They were convinced that it should be one of the duties of the school course to fit boys for various grades and
profession. The Committee made following recommendations in this regard. Firstly, such subjects as agriculture together with surveying, carpentry, weaving, spinning, cane-work, office work and commerce should be taught in the secondary schools. Secondly, each student should be allowed, if he so wished, to take up as optional subject not more than one of these vocational subjects. 48

The question of vocational education was discussed by a representative Committee appointed by Government in 1922. It was considered by them in the following manner. In Primary schools, it was obviously unreasonable to expect more than the most elementary instruction in non-literary subjects. In the Middle Schools and High Schools, the vocational subjects with a definite economic object like agriculture, carpentry, weaving and tailoring should be introduced. 49

Acting on the recommendations of the Education Committee of 1923 and the Committee on vocational education, the Government decided to follow the policy of opening vocational subjects in the secondary schools as far as practicable.
After the recommendation of Wood Abbot Report of 1936, the Vocational Education became much more popular in curriculum for needed solution, in a scientific manner, of unemployment problem in the state.50

According to the Wood Abbot Report (1936), the aim of vocational education was "an improvement in the contents and method of education will make ----- for steadily increasing efficiency in industry and will contribute towards its expansion."

The Committee felt that vocational education was as important as general education. Neither of them could be called more important and more useful. They said, "If General education brings about the development of the non-material culture of a country vocational education does the same thing for material culture." Hence, both are necessary for the progress of country.51

In 1937-38, the following Middle Schools of Sambalpur had taken vocational class.52
During 1939-40, the vocational classes were done in two M.E.Schools of Sambalpur as noted:

1. Rampella M.E.School - Weaving
2. Pattanaikpara M.E.School - Carpentry

Out of the above two institutions, the Rampella M.E.School had received special grants from Government for magnificent vocational works.53

In general, these vocational classes were reported to be successful and only want of employment in the way of rapid increase in its number after independence.
Grant-in-Aid System:

The Wood's Despatch of 1854 laid great stress on the promotion of secondary education through the encouragement afforded to private enterprise by the "Grant-in-Aid system." The rules of grant-in-aid were framed and considerable budget provision for assisting private enterprise was made every year.

The Despatch also suggested the adoption of the grant-in-aid system. Various state governments, no doubt, framed certain rules, but they were applicable to all types of institution and not to primary education in particular. But this brought forth two important implications:54 (1) The imposition of a monthly fees, and (2) the demand for public subscription for maintaining schools. These measures were, however, resented by the people because of their general poverty.

The principle of grant-in-aid practically became the bed rock of education financing. The developments in England around the time had greatly influenced the Indian educational scene. The New-castle report in 1860 recommended "searching examination by competent authority of every child, in every
school to which grants are to be paid." This was the beginning of payment by results in England and which was only natural, spread in a contiguous way to the Indian education system. The later development of secondary education in India was primarily the outcome of the operation of these two principles of grant-in-aid and payment by results. This new system of financing education undoubtedly contributed to the quantitative growth of education, but it adversely affected the qualitative development of education.55

For the expansion of secondary education, the Government continued to rely mainly on private enterprise assisted by grant-in-aid and subject to certain control. The Government policy was to concentrate attention on primary education and avoid a very real danger, that is, over-interference in the more advantageous type of educational institution, the management of which was to lie within the sphere of local control. Until 1936, Government had generally followed the policy of not attempting to provide secondary education but aiding local effort whenever this was forthcoming.56
Government provided and maintained one high school at each district headquarters to serve as a model to another schools. The secondary schools aided by Government were generally maintained by Managing Committee and depended almost entirely on the Government grant and the fee income.

The maximum limit fixed by the rule was that the grant to High schools should not exceed one half of the income guaranteed from private sources, except in backward parts where the grants might equal 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 parts. The term "private sources" used here included fees.57

The rules for Grant-in-aid to schools were revised in 1905. The principle was not changed but the scope of Government assistance was slightly enlarged and the conditions insisted upon were made a little more exacting. The employment of Graduates and Trained teachers was made one of the conditions of Government aid.
In accordance with the recommendation of the Committee appointed by the Government to advise them on the whole subject of primary and secondary education, the rules for grant-in-aid to High schools were modified in 1923 to the following effect. The grants were raised by the sum necessary to cover the cost of annual repairs, the newly created Provident Fund and Clerk.\textsuperscript{58}

In pursuance of the resolution passed by the Board of Secondary Education, the grant-in-aid rules were modified once again in 1925-26. 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."

The rates of fees to be charged at the standard rate were as follows.\textsuperscript{59}

1) For Aided High Schools Rs.3-8-0 in Class XI ranging down to Rs.1-8-0 in Class-IV, with the same special scale for aboriginals and untouchables.
2) For Government High Schools Rs.3-12-0 in Class-XI ranging down to Rs.1-12-0 in Class-IV, with a special scale for aboriginals and untouchables ranging from Rs.1-12-0 down to four annas.

3) For Government and Aided Middle English School Rs.1-8-0 in Class-VII, ranging down to four annas in Class-I, the scale for aboriginals and untouchables ranging from ten annas downwards.

4) For Government and Aided Middle Vernacular Schools, ten annas in Class-VII ranging down to four annas in Class-I.

5) Lower fees than the above were charged in most of the secondary schools for girls.

The above mentioned rule regarding the 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 the state as the private enterprise did not give adequate response. Hence, the progress of secondary education by 1947 was far from satisfactory.
Examination System in Secondary Education:

A) SLC and Matriculation:

The Secondary Education System had been subjected to severe criticism. Some critics pointed out that it desirable to differentiate secondary education as governed by the matriculation standard "from that which may be independent of requirement of the University and thus have a finality of its own." With a view to achieve this end, it was proposed that there should be a bifurcation of the course of the studies into two branches, one leading to a school Final Examination and the other to the Matriculation Test. The course of studies leading to school final examination was intended to impart education of practical value.

As per the recommendations of a Committee constituted for the purpose of considering the courses of study for the four highest classes of High Schools alternative to the Matriculation courses, the Government took the decision of constituting School Leaving Certificate Examination in 1921. This examination was designed to prepare students for
commercial or clerical careers of further instruction in special institution.\textsuperscript{61}

While at the Matriculation examination, a student passed or failed on the written work done on one occasion, the new scheme, while giving due weight to a written examination, was also to take into account the work done during the period spent in school. The scheme was to be introduced in all Government High Schools, Aided or unaided.\textsuperscript{62} The examination was to be controlled by an Administrative Board assisted by a Board of studies. The former was to consist of the Director, Assistant Director as ex-official, together with eight members appointed by Government of whom three were to be appointed on the nomination of the University, and two were to represent recognized non-government schools. At least three of the members were to be non-officials. The Board of studies was to consist of eight members and was to be formed from among the members of the Administrative Board together with such other persons selected by them and approved by Government as might be necessary.
The university had agreed to accept the school leaving certificate, provided the candidate had passed in certain specified subjects. The principal reason why more students did not take-up the course leading to school leaving certificate was attributed to the following fact. Hitherto for financial reasons, it had only been possible in very few cases to provide for the teaching of subjects other than those already included in the matriculation course. If such subjects were not taught, the courses for the school leaving certificate and matriculation examination were almost identical. And owing to the prestige of the latter, many more candidates appeared at it, though schools were to prepare candidates for both the examinations.63

Gradually it became obvious that the maintenance of a School Leaving Certificate Examination and Matriculation Examination side by side involved an unnecessary duplication of work. Besides, the conduct of the School Leaving Certificate Examination involved an expenditure which was scarcely justified by the small number of candidates.64

In 1929, a Committee was formed by the Government to examine the alleged deterioration in the standard of
matriculates. They suggested certain modifications in the matriculation syllabus. The most important of them were as follows: The old customs of prescribing textbooks in English should be revised. The Matriculation course in Geography and Mathematics should be lightened. Consequent upon the implementation of these recommendations, the importance of Matriculation examination had become even greater.65

Meanwhile, the School Leaving Certificate Examination was placed under the management of the University and was held simultaneously with that for matriculation. Since then the number of candidates appearing at the School Leaving Certificate Examination had been small, averaging about 40 for the five years from 1927 to 1932. Moreover, few of these had taken any but matriculation subjects. Hence, the School Leaving Certificate Examination for High School was abolished in 1933.66

However, it was not intended that the teaching of the subjects required by School Leaving Certificate Examination should cease. It was provided that the students, who wished to take them up, would have to do so in addition to the
matriculation course and would be given special certificate after a local test held under the supervision of the education department.67

B) Middle School Certificate Examination:

In order to improve the efficiency of Middle English Schools, and also incidentally of High Schools, it was decided to extend to Middle English Schools, with effect from the year 1927-28, the scheme for a Public Middle Examination for a School Certificate. Henceforth, a pupil from a Middle English School in the state would have to produce this certificate before he could be admitted to Class VIII of a High School. This was a common examination and was to be conducted by the School Examination Board.68

The extension to the Middle English Schools of the scheme for a Public Middle Examination was met with a mixed reception from the public. Its one effect was to stiffen up the text for entry into Class-VIII of High Schools. Hence, many people condemned it. But the Inspector of schools, Orissa Division, welcomed the public examination with its resultant improvement.
in the quality of the work done in Middle Schools for two reasons. Firstly, it would ensure the qualitative improvement of the Middle English classes attached to High Schools. Secondly, there would be no difference in the instruction imparted in the Middle English Schools and Middle Classes attached to High Schools.

The Committee appointed by the Government to consider the alleged deterioration in the merit of matriculates in 1929, decided unanimously that the public Middle School Examination should be retained and extended to Class-VII in the High Schools. The Director of Public Instruction (D.P.I.) expressed the view that it was at least desirable to introduce a common standard of examination for pupils in the Middle English Schools and for those who were reading in Class-VII of High Schools.69

Government took the following decision in the matter. The School Examination Board should set questions for Class-VII in High Schools the standard of which should be identical with those set for the Middle School Certificate Examination. But the examination at High Schools would not be a public
examination. The marketing of the papers in High Schools should be done by the teachers in each school. Effect was given to this scheme from the examination of 1934.70

The question papers for the annual examination of Class-VII of High Schools were set by the School Examination Board for the first time in December 1934. This experiment, which was designed to secure a common standard of work in Class-VII of High Schools and Middle Schools alike, was generally reported to have been a success in 1935.71

**Curriculum in Secondary Education:**

Curriculum plays a vital role in determining the aims and objectives which the schools endeavour to achieve. According to Cunningham, “the curriculum is the tool in the hands of the artist (the teacher) to mould his material (the pupil) in accordance with his ideal in his studio.”

In its narrow sense curriculum consists of certain subjects, such as History, Geography, English etc :- the academic subjects taught in the school. Accordingly to modern concept, curriculum is the sum total of experiences that a pupil
receives through the study of different subjects, the activities of the classroom, library, workshop, laboratory, playground and his teachers. In short it includes all the activities of School, Physical, Cultural, Moral, social, democratic and vocational.

Practically every student of the University came to it from a secondary school. So, it was considered necessary to improve the system of secondary education. Apart entirely from the question of university education, it was maintained that the system of secondary education should be such that it would lead to the all-round development of the facilities. In the words of W.W.Hornell, 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."72

The candidates from High Schools offered for the Matriculation examination Mathematics, English, Sanskrit, Oriya and a good examination in these subjects was, no doubt, regarded by the university as a perfectly adequate test for its purpose. But many serious persons maintained that such subjects as History, Geography, Drawing and some thing of
science ought to find a place in the curriculum of a Secondary School.

Besides, 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 course should be allowed as the varying capacities and requirements of the students. But it was stressed: "Some unity of purpose, however, must underline all diversity is not to be merely another name for class."

The above considerations led to several changes in the curriculum of Secondary schools during the period from 1905 to 1936.73

Particular attention had been paid during the year 1910-11 to the systematic teaching of Drawing. The subject was made compulsory in all the secondary schools organised on the Vernacular basis and was insisted on in the Upper Classes of Government and aided High Schools. In course of time, the teaching of drawing had been much improved at the Government
schools owing to the appointment of teachers trained at the Calcutta School of Arts.

During the period from 1912 to 1917, the experiment of introducing manual training into the curriculum for High Schools was tried in the Government High Schools of Orissa. The result was stated to have been encouraging. So, Government decided to introduce manual training in other Government High Schools of Orissa including Zilla School of Sambalpur.74

The changes in the curriculum for secondary schools made during the period from 1917 to 1922 were the introduction of a wide series of optional subjects like Mathematics, Sanskrit and Civics and the prescription of History and Geography as Compulsory subjects for Matriculation. History and Geography which had hitherto been separate subjects were now to form one group so that a candidate might be able to atone for weakness in the one by proficiency in the others.75

In 1924, the number of Optional subjects which a pupil must take up was reduced from two to one, though the
pupils were allowed the option of taking up a second. The opening of classes in Science subjects was sanctioned in January 1924 at a number of Government High Schools of the Province of Bihar and Orissa.

In accordance with the recommendations of the Committee appointed in 1929 by the Government to examine the alleged deterioration in the standard of Matriculates the Matriculation course in Geography and Mathematics was lightened.

During the period from 1936 to 1947, some Middle Schools introduced vocational training chiefly in gardening, farming, tailoring, weaving and carpentry. In this respect the Middle English Schools of Rampella, Pattanaik Para of Sambalpur take such vocational subjects like weaving and carpentry very early. This point to the growing popularity of technical education. A number of teachers were given training in Bee-Keeping with a view to the introduction of this small industry as a profitable hobby among pupils.
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