CHAPTER - TWO

GROWTH OF EDUCATION
Growth of education was one of the most significant aspects of the history of the 19th century Orissa. But, till the arrival of the British in Orissa, there was no modern educational system in the province. People's interest in learning was reflected in the indigenous system of education.

Education in The Pre-British Days:

The indigenous academic institutions were of three types, Tols, Muktabs and Chatsalis or Pathasalas. Among them, Tols were considered as higher indigenous schools which generally located in holy places and in the villages having Brahmin population. The teachers of the Tols were known as Pundits. The pupils used to read grammar, Smruti, logic, astrology, vedas, upanishads, poetry etc. The medium of instruction was Sanskrit. E.Roer, an Inspector of Schools reported in 1857-58 that there were a good number of Tols in Orissa. Even in 1868, there were 25 Tols in the districts of Cuttack, Puri and Balasore. The Pundits were also imparting education in the Garjat

areas by staying in the houses of Landlords.

Similarly, the indigenous institutions Muktabs were meant for the Muslim pupils only. These schools were setup by the Muslims in Orissa. The teachers of the Muktabs were known as Akhuns who used to teach Persian and Koran. The character of teaching in those institutions was purely religious. It is to be mentioned here that, despite the disuse of Persian as court language, scanty Muslim population and their poverty, it was found even in 1875 that there were 39 Muktabs in Cuttack, 5 in Puri and 12 in the district of Balasore.

But, the institution Chatsali was more popular than those of Tols and Muktabs which played an important role in the promotion of mass education in Orissa. Chatsalis were set up and supported by the villagers. All most all the villages had Chatsali. The teachers of the Chatsalis were known as Abadhans. Even well-to-do families had their own Abadhans in order to teach their children in their respective home.

However, classes were generally held in the precints of the temples, Bhagabat Tungi and even under the shady trees. In the Chatasalis, teaching was confined to mainly reading and writing. The medium of instruction was Oriya. Besides the letter writing and working out arithmetic etc., the students used to read Pothi in the Chatsalis. It may be mentioned here that the entire Oriya literature existed in Palmleaf manuscripts was carefully preserved during those days in the Bhagabat Tungi of every village. There was no use of books and slates in the Chatsalis. Students used to write on a bare floor with a piece of chalk. Disciplined habits and obedience also formed the basic feature of Chatsali education.

In exchange of teaching the teacher was taking the monthly fee from each student varied from eka ana to chari ana. The Abadhans were self taught and there was no system of special training for Abadhanship. Most of them belonged to the astrologer class in the society. J.A. Hopkins reported that, in the

Pre-British days, the girls even if few in number, were also getting Chatsali education. Thus, before the arrival of the British in 1803, the indigenous system of education in Orissa had spontaneous growth in promoting education. J.G. Medlicott, the Inspector of Schools reported in 1862-63 that, there were numerous village indigenous schools in Orissa.

Progress of Education From 1803 to 1834:

Being exclusively a commercial organization, the East India Company did not make any attempt to spread modern education in Orissa from 1803 to 1835. In the Charter Act of 1813, the provision of one lakh rupees annually was mostly spent in Bengal proper. Even till 1822, not a single pie was spent in the promotion of education in Orissa. On 31st July, 1823, the Government formed a 'General committee of Public Instruction' in order to systematize the education. In 29th September 1830, the Court of Directors passed a

7. GRPI, 1862-63, p.111.
Despatch to improve the condition of education among the respectable classes. In response to this Despatch, G. Stockwell, the Commissioner of Orissa wrote to T. Thomas, Deputy Secretary in the Judicial Department of Fort William in 9th July, 1831, with a proposal to educate the children of the Feudatory Chiefs of the Tributary Mahals. In this letter he proposed to educate the feudal class for their security and mental enlightenment which had thus no relation with the spread of modern education in Orissa.

On the other hand, the Missionary efforts were highly responsible in spreading education from 1822 to 1835. In 1 June, 1822, the Baptist Missionary Society set up the first elementary school at Cuttack. Within four months the strength of the students was raised to 50 in this school. Within a year 15 such elementary schools were set up in and near by areas of the Cuttack city. The strength of the students in those schools was 368. The courses in those schools were exclusively from Christian scriptures.

10. Bd. Proc. Rev. Letter from the Commissioner, No. 139, Commissioner to the Deputy Secretary in the Judicial Department, 9.7.1831, OSA
In 1823, the Christian Missionaries established the first English school at Cuttack. In order to help the local Oriya schools, the Missionaries created a fund in the month of August, 1823. Through the School Book Society at Calcutta they made attempts to print text-books in Oriya and English languages. From 1829, the Baptist Missionaries had quickened their activities in the promotion of education at Cuttack. In that year, a Boarding School was also established by them.

Gradually, the Baptist Missionaries also extended their activities in the field of education to other parts of Orissa. They established schools at Balasore and Berhampur. Up to 1830, schools were also established by them in the rural areas of Cuttack. The principal aim of the Christian Missionaries was to promote Christianity through their educational institutions in the province. Accordingly, a Missionary pointed out that, 'we hope to promote education, as preparatory to the reception of the Gospel. The

Charter Act of 1833 of Company's government encouraged the Missionaries to carry on their activities. In course of time, besides the English Baptist Missionaries, the American Baptist Missionaries, Roman Catholic Missionaries, and Spanish and German Missionaries had established schools at Sambalpur, Balasore and Jaleswar, Cuttack and Balasore and at southern Orissa respectively. But, the Missionary schools did not produce an educated middle class in Orissa. Children of intelligent section were not attracted by the lower standard of education. Besides, there was also the fear of conversion and the people were very much orthodox and conservative towards Missionary schools.

Progress of Education from 1835 to 1854:

The General Committee of Public Instruction started surveys and plans of mass education since its establishment in 1823. It may be mentioned here that, from the period 1823 to 1835, controversy continued over object, medium and method of education. The fact was, whether the government should patronise Oriental learning or western learning in English. The controversy was ended with the adoption of the minute dated 14. Patra, S.C- The Formation of the Province of Orissa, (Calcutta, 1979), p. 75.
2 February, 1835 of Lord Macaulay, the Chairman of the committee of Public Instruction and opened a new era in the history of the modern education in Orissa. The Chief objectives of the government was to promote European literature and science in English. This policy of Lord Macaulay was known as the 'Filtration Theory' which aimed at education of the upper classes.

Macaulay's theory had also administrative, political and social objectives. Government considered it to create a class of English educated men in order to fill up the subordinate post in the offices of the East India company. By providing jobs to English knowing Indians, the Company's government was also expected the growth of cordial relationship between the ruler and the ruled. Besides, the English knowing scholars were expected to help in filtration of a class of English men in the lowest strata in the society along with the development of Oriental languages.¹⁵

However, several attempts were made in 1835 to establish an English school at Puri. Consequently, in November 1835, the Puri English School was opened with Ganganarayan Bose as its first teacher.¹⁶

¹⁶. RGCPI, 1835, p. 30.
English School at Puri was the first model of 'Filtration theory' in Orissa. The School had three departments i.e. (1) English and Vernacular, (2) Sanskrit, and (3) Islamic education. The strength of students in this school was 25 and all of them were Hindus. By that time, the inhabitants of Puri town consisted of chiefly the priests of the Jagannath Temple who showed great aversion to this school. To them, knowledge of the Sastras was more profitable than of the English language. But the condition was gradually changed. By 1840, the Department of Islamic education was excluded from this school. In January 1840, the strength of English students and Sanskrit students was 42 and 37 respectively. Up to the month of April, 1840, the strength of English reading students was raised from 42 to 80. But, considering the insatisfactory progress of Education, future insecurity of the school, want of qualified teachers and Text-Books, the Education committee decided to close the school. Thus, in August, 1840, the Puri English school was closed.

17. RGCPI, 1835, p.30
By 1837, the inhabitants of Puri had established some Vernacular schools. In 1840, there were 90 students in those schools. In 1836, the Missionaries had opened a Boarding School exclusively for girls at Cuttack. Poverty was an obstacle in the spread of higher education. Purdah system among the women of higher classes was yet another obstacle in the spread of education among women. Moreover, mothers from the lower class families did not like to send their daughters for schooling rather they wanted them to do house-hold work. The orthodox people had hatredness towards English education. Further, there was lack of enthusiasm to receive education in Government schools. The inadequacy of education can best be known from Hunter's report.

In 1837, an attempt was made by H. Rickets, the commissioner of Orissa to establish an English


* W.W. Hunter states that, "Until 1838 no schools worthy of the name existed except in the two or three little bright spots within the circle of Missionary influence. Throughout the length and breadth of the province, with its population of two and a half millions of souls, all was darkness and superstition."

School at Cuttack. But the Government did not establish any new school there. On the other hand, the Education committee took over the management of the Cuttack English Missionary School from February 1841 as the subscribers of the school decided to hand it over to the government. This was the only English School in Orissa Division. At first 28 students had taken admission in this school. Within four years the strength of the students was 86, 71, 81 and 120 respectively.

A significant development was marked in the field of education due to the approval of Lord Auckland's minute of 1839 by the court of Directors in the year 1841. Auckland's minute intended for the promotion of vernacular education without ceasing to Western learning, the chief aim of official education. He also advocated translation and preparation of Text books for vernacular education. The establishment of first printing press at Cuttack in 1837 by the Baptist Missionaries was no less significant in the promotion.

22. _Bd. Proc., Rev._ Letter from the Commissioner to the Sudder Board of Revenue, 7.12.1837, O.S.A
23. _Bd. Proc., Rev._ Commissioner to the Secretary to the General Committee of Public Instruction, 30.6.1840, O.S.A.
of education in Orissa. It facilitated the printing of text-books in vernacular language. In April 1842, the General Committee of Public Instruction was replaced by the council of Education. Thereafter, the Cuttack school and all other schools of Orissa came under the immediate management of the Council of Education.

However, the Cuttack School played an important role in the promotion of mass education in Orissa. In the beginning, a few Oriya students were reading in this school as it was formerly a missionary school. Gradually, the demand for English education was marked. The strength of students from the year 1844 to 1851 was 108, 70, 85, 80, 89, 97 and 121 respectively. The school also showed satisfactory result of the students in the examination. But it may be mentioned here that, out of 154 senior and 49 junior scholarships for English education and 50 senior and 38 junior for oriental studies in the whole of Bengal presidency, only 4 scholarships were granted for Cuttack school. But, it was a matter of regret that in most cases the

25. Ibid.
scholarship holders could not have proceeded for higher education to Calcutta due to poverty. In 1844, Nabin Chandra Sarangi was awarded junior scholarship from this school. In 1844-45, both Nabin chandra Sarangi and Sriram Mukherjee were awarded Senior scholarships. But the scholarship of Nabin chandra Sarangi was forfeited as he declined to proceed for higher study due to his financial difficulties. In 1847-48, Jagmohan Ray, Madhusudan Chakrabarti, Mrutyunjay Dey, Radhika prasanna Dey, J.T. Kupar and Dinanath Sarkar were awarded junior scholarships from this school. Government also encouraged the meritorious students of the Cuttack school by distributing them the prizes in the shape of books and cash after annual examinations. In 1851-52, the students of different classes of the Cuttack School like Raj Gopal Ray, Raghunath Bose, Jagabandhu Ghosh, Radha Ballav Pattanaik, Hemchandra Ray, Ser Julak, Balaram Bose, Bimala Charan Bhattacharya, Ram chandra Das, Padma charan Sen, Chintamani Dey, Narayan Sahu, Sher khan, Gopal chandra Bose, Ganesh chandra Mohapatra, Gopal chandra Banerjee and Sadananda Bose had been awarded prizes. In the same year the

27. R C E., 1845-46, p.162.
28. GRPI, 1851-52, p. 118.
Maharaja of Dhenkanal contributed Rs.10/- in order to distribute books among the students who had done well in the examination of Oriya language. Besides, the government also promised employment to the meritorious students of this school. On the basis of the letter of H. Ricketts dated 7th December 1837, a Primary school was established by the government in Cuttack.

At Balasore, the people demanded for opening of an English school since 1834. In 1837, H. Ricketts reported the matter to the Sudder Board of Revenue. This question was again raised in 26th May 1845. In August, 1846, the people of Balasore sent a petition on the matter and the collector of Balasore recommended it to the Commissioner. But the Council of Education declined the proposal by showing the cause.

31. Bd. Procd, Rev. - Commissioner to the Board of Revenue, 7.12.1837, O.S.A.?
32. Bd. Procd, Rev - Commissioner to the Secretary to the Government of Bengal,13.8.1846 O.S.A.
of lack of funds. However, consequently, the government of Bengal declared in October 1853 to open schools. As a result of which two English schools were set up in Orissa in 1st November, 1853, one at Puri and the other at Balasore. In 1851, the Anglo Vernacular school at Cuttack was raised to the status of Zilla School.

It may be mentioned here that an Inspector of Schools was also appointed for the Orissa Division. On the order of Lord Hardinge, the Governor General of India, 101 vernacular schools were established in 1845 in the Bengal presidency. Out of that number 101, only 8 schools were set up in Orissa at the places like Remuna, Balasore, Bhadrak, Hariharpur, Mahanga, Kendrapara, Puri and Khorda.

But, F. Gouldsbury, the Commissioner of Orissa reported that, the students were taken away by their parents for their inability of paying the school fees. In 1848, he suggested to collect school fees from those who had the capability to pay. Further, Gouldsbury also instructed to admit the poor students

34. GRPI, 1852-55, p.xxx.
35. R.C.E., 1846-47, Commissioner(1846), Vol-97, No. 704, Commissioner to the Sudder Board of Revenue 13.4.1846.
36. Bd. Procd. Rev.- Commissioner to the Board of Revenue, 9.3.1847, O.S.A.
freely as well as to supply them school books at half price. The Government of Bengal declared on 5.7.1855 that no person would be appointed in any service, the monthly salary of which was more than rupees six, unless he could read and write his own vernacular language.

On the other hand, the Christian Missionaries were also very much active in the field of education during the tenure of the Council of Education (1842-54). In 1846, 17 lower primary schools were under their management. Teaching on medical science was first imparted by the American Mission at Balasore in 1841-42. They opened two health centres at Jaleswar and Balasore in order to provide treatment to the patients. But, teaching on Medical science was offered at Balasore health centre by opening a class known as Bachelor class. The class was attended by the students of different parts of Orissa. This institution was managed out of subscriptions.

37. Bd. Procd. Rev. - Commissioner to the Sudder Board of Revenue, 29.4.1848., O.S.A.
38. GRPI., - 1855-56, Appx. B, p. 3
The American Baptist Mission also established schools in Jaleswar, Balasore and Bhadrak. They also tried their best to educate the tribals. This Mission opened a Boarding school at Balasore in 1840. Twenty girls and ten boys were admitted to this school. Thirty vernacular schools were also under the management of this mission at Balasore. The average strength of the students of each school was 25 to 30.\textsuperscript{40} In 1840, the American Baptist Mission also opened a Boarding School exclusively for the Santals in Jaleswar. The strength of students in this school was 26. Besides, the Baptist Mission also established schools at Chhagaon of Athagarh, Mandapada, Angul and Pipili. The other Missions like Canadian Baptist Mission at Paralakhimedy, Luther Mission at Koraput, Nabrangpur, Jeypore and Koatpad, Danis Missionary Society at Raygada, Bisam Cuttack and Gunpur, Evangelical Mission at Baripada, Mennight Mission at Phuljhar and Roman Catholic Mission at Cuttack and Krushnachandrapur in Mayurbhanj had established vernacular schools. Schools were also opened for the education of non-Christian girls and particularly for tribal girls.\textsuperscript{42} The English

\textsuperscript{40} Mahapatra, M.- op.\textit{cit.}, p. 101.
\textsuperscript{41} Ibid.
man like Macpherson also established some schools in Kandhamal. He had written grammar and published some books in the Kui language of the Kondhas.

In Southern Orissa, Madoland was imparting teaching in Oriya language to the Sabaras and Kandhas. In 1851, seven Primary schools were established for the tribals in the Maliah region of the Southern Orissa. The English education was also spread in Western Orissa. In 1857-58 an Anglo-Vernacular school was established at Sambalpur.

The Company government recommended grant for the publication of vernacular text-books for different classes in February 1842. Accordingly, the responsibility of publishing the Oriya text books was entrusted to the Missionary A. Sutton and Biswamvar Bidyabhusan, the Head Pundit of Cuttack school. Prior to this, the history and geography books of A. Sutton was published in 1839. In 1832, Srirampur Mission press published the book 'Padartha Bidyasara' of A. Sutton in Oriya. Book on Oriya grammar and the Arithmetic book of Bidyabhusan was published respectively

43. QRPI, 1857-58, p. 110.
44. CHRJ, Vol. XXXIV, No. 1&2, 1988, p. 82.
in 1846 and 1841. The Cuttack Mission Press had published 8 text-books from the year 1839 to 1865. The local committee of Cuttack had also decided of publishing a text-book in Physics. It may be mentioned here that School Book Society in Calcutta had published thousands number of text-books in English since its establishment in 1821.

However, by 1854, three Zilla Schools, 8 Hardinge Schools and purunagada school of Angul (1850), Pktunaga(1853) and Kangula School (1853) were under the direct management of the Government. Establishment of three Zilla Schools by the Government at Cuttack, Puri and Balasore thus served a lot in providing teaching in English education and preparing the students upto the entrance standard of those days especially in the coastal tract of Orissa Division. Since English Education was essential for the British administration, the vernacular schools suffered a lot. By the year 1869-70, there were only 2 Vernacular Schools out of the 8 Schools.

45. GRPI, 1869-70, Collected from Appendices.
Progress of Education from 1854 to 1900:

In 1854, the Education Despatch of Charles Wood, the president of the Board of Control, ushered a new phase in the system of Education in India. This new education scheme of Charles wood led importance on the mass education, female education, improvement of vernacular teaching, training of the teachers, promotion of Western education, establishment of the University, establishment of special Education Department, regularity of scholarships and system of grant-in-aid to the private educational institutions. But Wood's Despatch produced no immediate results in Orissa due to the callousness of the Bengal Government and for the apathy of the people towards modern education. G.F. Cockburn, the Commissioner of Orissa reported on 23, February, 1859 that Education in Orissa was still in its infancy. However, slowly but steadily the province Orissa derived benefits out of this new educational policy of the government.

The Council of Education established in 1842 was abolished in January 25, 1855. In its place the Government created a special Department of Education. Some Commissioners and School Inspectors also pleaded strongly for the progress of education in Orissa. In 1855, the Commissioner E. Samuell established a school at Angul and Talmul. Similarly, the commissioner Cockburn had established two schools at Balaramprasad and Jarrati in 1859. By 1858, two schools were established in Banki, one at Charchika and the other at Subarnapur. Schools were also established at Bhubaneswar, Tangi, Banpur, Begunia and Jnala in Khurda Estate. During the year 1857-58, the strength of students in three Zilla schools of Cuttack, Puri and Balasore was respectively 113, 89 and 80.

In 1856, G. F. Cockburn wrote a letter to the Government of Bengal in which he suggested for the establishment of Government Schools, a Normal School at Cuttack to impart training to the teachers of indigenous schools, printing of text-books and to sell them at cheap rates and the appointment of a qualified Inspector having thorough knowledge in

49. GRPI, 1858-59, p. 125
50. Ibid, 1858-59, p. 103.
Oriya language and other requisite qualifications. It may be mentioned here that the number of village Pathasalas by that time in the district of Cuttack was 2,074 and the district of Balasore was 839. The number of students in those Pathasalas of the district of Cuttack and Balasore had 15,547 and 8,224 respectively.

However, in 1857, E. Roer was appointed as the first Inspector of Schools of Orissa. Thus being an Inspector E. Roer had submitted schemes for the establishment of a Normal School at Cuttack, some model schools, printing of text-books and the rewarding of prizes to the meritorious students and teachers of both the Government and non-government schools etc. But, the government at first did not sanction especially the establishment of model vernacular schools and the scholarships to vernacular education, and other benefitted proposals.

The grant-in-aid system of the government facilitated to some extent the establishment of schools. On the recommendation of the Inspector of Schools, the text-books like Nitikatha,

52. Ed. Procd. Rev.- Commissioner to the Secretary to the Government of Bengal, 28.7.1856, O.S.A.

Barnabodhaka, Patiganita, geography and Moral class book were re-published in Oriya with the help of the Missionary Mr. Lacey. In 1858-59, all the schools of Orissa Bardhawan, Jehanbad, Birbhum, Bankura, Midnapore and Sambalpur remained under the Inspector of Schools for which the progress of education in Orissa was hampered. However, by, 1858-59, the number of both Government and aided Schools in Orissa was 30.\(^{54}\) The number of government schools was 22, such as three Zilla School (Cuttack, Puri and Balasore), Anglo-Vernacular school of Sambalpur, 10 Vernacular Schools in the district of Cuttack (2 in Banki, 6 in Angul, Kendrapara and Mahasinghpur), 6 Vernacular schools in the district of Puri and two vernacular schools in the district of Balasore (Balasore and Bhadrak). The number of aided schools was 8, such as Anglo vernacular school in Bhadrak(1858), 3 vernacular schools in the district of Cuttack( Dampada in 1857, Jajpur in 1858 and Cuttack town in 1858), two in the district of Puri (Pipili (1858), Andia(1859) and two in the district of Balasore(Sunhat in 1858 and Mobarakpur in 1858).

\(^{54}\) Samantaray, N.- op. cit, p. 70.
By 1857-58, ten schools were under the management of the Missionaries such as Cuttack Male Assylum, Female Assylum, Boys English School, Christianpur, Lacey Sahi, Indo-British Sabath School, Indo-British Dey School, Chhagaon, Khandigarla and Pipili. In 1855-56, there were two English schools in the district of Ganjam, one at Chicachol (under the management of the London Missionary Society) and the other at Chhatrapur (Managed by the private efforts of collector Mr. Anslow). But Chhatrapur School was better than the school of Chicachol as it adopted the Courses of Zilla School. In 1855, eleven more primary schools were established for the tribals in the Mala region of southern Orissa. The salary of the teachers was 5 to 10 rupees. The medium of teaching in these schools was Oriya. All the schools were getting grants. Though non-availability of text-books was a great hindrance, yet, the Inspector Mocdonald brought some Oriya printing text-books from the Calcutta School Book Society for the management of those schools. By 1860, there was also a full fledged Zilla school in Berhampur.

with 77 students. By 1867-68 Schools were found to have been established in southern Orissa at the places like Ganjam, Ichhapur, Russelkonda, Purushottampur and Tekali, in addition to some missionary and private schools. In 1862 there was a upper primary school in Bargarh of Western Orissa. By 1868, it raised to the status of Middle vernacular. The growth of education in Orissa was thus gradually improved.

Referring to the gradual inclination of the people towards education at Puri and Bhubaneswar, E. Roer in 1860-61 stated that, there was a demand for schools even at places of strong religious bias. In 1862-63, J.G. Medlicott traced out that scanty grant-in-aid system, improper maintenance of vernacular scholarship, a few number of qualified Oriya teachers and the hesitation of Bengali teachers to serve in the distant place Orissa were the reasons of the slow progress of education in Orissa. However, the introduction of vernacular scholarship in 1863 had encouraged keen competition among the

57. Ibid.
58. JOH, Vol-IX, June 1989, p. 120.
students. In 1863-64, Deputy Magistrate of different sub-divisions also helped a lot in the growth of education.

In 1868 a Normal school was opened in Cuttack. It was providing training to the primary teachers. By 1870, the trained teachers were found to have been employed in 58 primary schools. Stipends and monthly allowances were granted to the students. In 1863-64, the number of government schools was 24, including three Zilla schools, Bhadrak Anglo-vernacular school and Cuttack Church High School. The number of aided schools was 20. In 1864, the Education Department had divided the Middle education into two divisions. Teaching was given in the medium of English in the four upper classes of the Zilla schools in order to train the students up to the entrance standard. In the four lower classes the medium of instruction was in mother tongue. Hence forth the Anglo-vernacular schools were known as Middle English schools and the rest schools were known as middle vernacular. Middle vernacular was

60. Dipika, 8.2.1868.
62. GRPI, 1863-64, (Collected from the Statistical Returns)
again divided in to two divisions i.e. upper primary and lower primary. The Anglo-vernacular school established in Sambalpur town was raised to the status of High School in 1864.

Harihara Das was the pioneer in the establishment of the Sanskrit school at Puri 1866. Maharaj Digvijay Singh donated ₹5,000/- for its establishment. In 1870, the school had 45 students among whom the Brahmin students were maximum in number. Considering the usefulness of this Sanskrit School, Commissioner T.E. Ravenshaw also praised it. In 1866, a school Book company was established in Cuttack. In 1870 Greeves, the Assistant Magistrate of Puri had opened a night School in order to impart English education to the Students of a Sanskrit School.

In 1867-68, the number of Government Schools in Ganjam was 22. The strength of students in those schools was 1176. The number of private schools was 7 and the strength of students was 321. In 1867-68, the number of students in Berhampur Zilla School was 235. In 1869, the Madras Government had established an Intermediate college in Berhampur.

65. Dipika, 6.8.1870.
66. Mohapatra, M- op. cit, p. 182.
But, it was abolished towards the close of 1871. After some days it was opened and continued up to 1887. Again the Government decided to close it. But, the collector of Ganjam opposed the decision of the government of closing down the college strongly. Henceforth the college was known as 'Native College'. But the Government denied to sanction money for its maintenance. Later on, Harihara Mardaraj of Khallikot donated rupees one lakh for the college. At last on 1 July 1894, the college was named as 'Khallikot College'.

After the great famine in 1866, T.E. Ravenshaw took keen interest for the progress of education in Orissa. On 4 May 1868, Ravenshaw wrote a letter to the government of Bengal in which he suggested for the appointment of a special Inspector for the Orissa Division who will devote his full attention for the progress of education in the medium of Oriya language in the province. He appealed for government grants for publishing of text-books which will read in Ganjam, Sambalpur and Orissa Division. In 1868 the people of Balasore town organised a meeting opposing the Bengali language as the medium of instruction in imparting teaching in Orissa. On the recommendation of Ravenshaw, the Bengal Government prohibited

the Bengali language as the medium of instruction in the Schools of Orissa in 1873. Within a couple of years, three Deputy Inspectors were provided for three districts, Balasore, Cuttack and Puri and one sub-Inspector was attached to each Sub-division of a district.

However, by the joint efforts of the Commissioner T.E. Ravenshaw and M.R.L. Martin, the Inspector of Schools, College class was opened with six students in the Cuttack High School from the beginning of the year 1868. In 1869-70, the strength of students was raised to 22. The collegiate classes prepared the students for the first Arts (F.A) examination. In 1869, Law class was also opened in the same institution.

In 1874, there was a demand to raise the status of Cuttack High School into a Degree College. But, the Government was not ready to bear the entire expenditure and desired public donation of Rs.30,000/-.

68. Samantaray, N- op. cit, p. 86.
69. GRPI., 1868-69, p.122.
70. Dipika, 17.7.1875.
Secretary of the Bengal Government in which he pleaded strongly for the establishment of a college in Cuttack and promised to arrange public donation of Rs. 30,000/-. He also appealed for Rs. 500/- in each month from the Government for this purpose. With a strong desire to establish a College, T.E. Ravenshaw wrote several letters to the government on the matter. Lastly, it was decided that, Cuttack College will be a government institution. On the request of Ravenshaw Saheb, many respectable Oriyas Rajas and Zamindars donated money. However the College class was converted into a separate college in 23rd February, 1876. On the suggestion of Maharaja Krishna Chandra Bhanj, the college was named as 'Ravenshaw College'.

However, during two years i.e. in 1878 and 1879, no student was passed B.A. examination. In 1880, only one oriya student named Durga Charan Sahu passed B.A. in the third division. The College was closed for a day on the ground of celebrating this occasion. However, since 1882 the college showed good results. In 1897, twenty seven students appeared F.A. examination. Out of that number, 11 examinees were passed- 3 in First division and 8 in second division.

sion. In 1883, Keonjhar Raja donated Rs.5,000/- for the construction of a hostel. In 1897, Maharaja Sriram Chandra Bhanj donated Rs.20,000/- and that enabled to construct a two storey building. Three scholarships were awarded to the Oriya students out of the money donated by Dhenkanal Raja to Ravenshaw College for the establishment of scholarships to the meritorious students. After hearing the death news of Lord Meyo Andaman, the Raja of Orissa donated Rs.14,000/- in order to commemorate his name. Out of the interest of this money, three scholarships were instituted in Ravenshaw College to encourage B.A. and M.A. education.

In 1876, a medical school was opened at Cuttack. From 1877 to 1894, 146 Oriyas were passed from that school. A survey school was also started in Orissa in 1877. During 1878 to 93, 277 students were passed from that survey school. Besides the Cuttack Normal School the government had established two Normal schools at Balasore and Puri in 1875.

73. Mahapatra, M.-op. cit., p. 128
74. OHRJ, Vol.- XII, 1964, No-I, p. 27.
75. Dipika, 3.4.1894.
76. Ibid, 29.9.1894.
77. Sambad Bahika, 1.12.1875.
the help of the Government, American Mission had established a Normal School at Shantipur in Jaleswar to impart training to Santhal teachers. In 1883, a normal school was also opened in Angul.

In course of time, with the financial assistance of the Government, the Missionaries schools and orphanages (schools for destitute girls) for the girls continued to run. In 1871-72, there were 465 girls under instruction in Cuttack orphanage. Similarly the number of girls was 176 in the orphanage of Pipli. As the higher class natives were reluctant to send their girls to public schools, Mrs. Smith, a Missionary Lady formed a Zenana association in April, 1869 at Balasore to impart instruction to the ladies at their homes. Accordingly, Mrs. Smith and her assistant were able to visit 50 families in Balasore during the year 1871-72. A native Christian woman was appointed as a Zenana teacher in Bhadrak. But, mostly Christian girls and girls of lower social status were attending the missionary girls schools. There was reluctance among the respectable natives—Hindu to send their girls to missionary girls schools.

78. GRPI, , 1871-72, p. 376.
81. Ibid, p. 381.
On the other hand, some schools were also established by the Hindus.

A school for girls was established by the Hindu gentlemen in Balasore town. The strength of girls in this school was $3^8_2$. In 1869, a girl's school was started with six students in the residence of Abinash Chandra Chottapadhya in Balubazar in Cuttack. In 1871, the strength of students in this school was 14. In 1873, it was named as 'Ravenshaw Hindu Girl's School. In the same year, the Government also recommended a grant of rupees fifteen per month for its maintenance. In 1881, the strength of the students was 25. In 1884, the government raised its status from the primary school to middle vernacular school. In course of time, girl's schools were opened at Balasore, Bhadrak and Puri. Gradually, the number of girls receiving instruction went on increasing. The girls schools were of various types i.e. grants-in-aid, primary fund, municipal and unaided. In 1884-85, there were 59 girl's schools in the Orissa Division. Out of that number 25 were grants-in-aid, 18 were primary fund, 4 were municipal and 12 were unaided schools. Most of the schools under grants-in-aid

82. Ibid,
83. GRPI, 1883-84, p. 128.
84. Ibid, 1884-85, p. 105.
system were managed by the Missionaries. Besides many girls were receiving instruction in boys schools. But Utkal Dipika observed that, the rate of growth of female education, as compared with that of male education was much slower. The education of most of the girls under instruction remained confined only to the lower primary stage. Very few girls passed upper primary and middle vernacular standard of examination. There was no High English School for the girls in the 19th century Orissa.

In 1896-97, there were 6 middle vernacular schools with 398 students. Similarly 227 girls were reading in 5 upper primary girl's schools. Number of lower primary girl's schools was 94 and the strength of students in those schools was 2,547. In 1895-96, 67 girl students passed in different examinations like 6 in Middle vernacular, 12 in upper primary and 49 in lower primary. Similarly, in the next year two candidates passed in the Middle vernacular, 13 in upper primary and 72 in lower primary examinations. Towards the close of the 19th century, the number of girl's schools was 111 with 3,013 students. Besides girls were also getting education in the primary classes of the boy's schools. The total number

85. Dipika, 17.11.1883.
of girls under instruction, including those attending boy's schools, was 6,062. In 1878, B.N. Dey published a book for girls i.e. 'Balika Patha' in Oriya.

Since 1870 the village Pathasalas in Orissa came under the grant-in-aid system of the government. George Campbell, the Lieutenant-Governor of Bengal initiated a new scheme for the promotion of primary education. He made a provision of giving stipend to the teachers of both the Training schools and Pathasalas as well as the scholarship to the meritorious students and reward to the competent teacher of the Pathasalas. There was also the provision of 'payment by results' to the teachers. This policy of George Campbell was appreciated in Orissa due to its encouragement of mass education. In a notification dated 27 September 1872, John Beams, the Magistrate of Balasore had also declared that, "the government can bear the total expenditures for the management of schools provided if the villagers could construct the school houses." Due to such liberal policy many schools were established in Orissa.

87. Mohapatra, M.- op. cit., p. 142.
88. Samantaray, N.- op. cit., p. 90.
89. Sambad Bahika, 1.3.1875.
90. Ibid, 1.10.1872.
91. Patra, S.C. - op. cit., p. 84.
However, a number of village Pathasalas came under the control of the government in the new scheme of 'payment by results'. In July, 1874, the government had brought 832 pathasalas with 15,495 students. The number of Pathasalas had increased to 4,368 in 1878 and further to 6,092 in 1881 under the control of the government. The number of students in those schools was 82,786. In 1874-75 the primary schools were divided into two grades i.e. 'D' and 'E'. In 'D' grade Primary schools, the teachers were trained and the students were using printed books.

In November 1874, the post of Inspector of schools was created for Orissa. Posts were also created for the joint Inspectors of schools. In 1875, 3 Deputy and 8 Assistant-Inspectors were under a Joint-Inspector of schools. By 1877, the number of Assistant-Inspectors were increased from 8 to 11 for the smooth inspection work of the schools.

During the year 1881-82, the government also decided to recognise the indigenous schools of special instructions like Tols and Muktabs in the three districts of Orissa Division. Hence, the number of indigenous primary schools under the control of the

92. Sambad Bahika, 16.3.1875.
93. GRPI, 1877-78, p. 101.
government was increased to 8,035 with 96,321 students. Due to the increase in the number of schools, adequate steps were also taken to enlarge the inspecting agency with the assistance of Chief guru system and inspecting Pundit. Besides the performance of duties as an Abadhan in the Pathasala, the Chief Guru was also entrusted the work of visiting neighbourhood Pathasalas in order to give constant information regarding the conditions of those Pathasalas to the Sub-Inspector of schools. The Chief Guru was a co-ordinator between the Abadhans and the inspecting staff. Similarly, the inspecting Pundit were also helping the Sub-Inspectors in their work. In 1884-85, the number of Primary schools under the grant-in-aid system of the government was 9,402 students in those schools numbered 1,22,074. With the introduction of the Local self-government Act in Orissa, the District Boards assumed the management of middle and Primary schools in Cuttack, Puri and Balasore from the year 1887.

In 1870, the number of High Schools or Zilla Schools in the Orissa Division was remained static in 3. In 1872, the number of students in those.

94. Mohapatra, M.- op. cit., p. 144.
95. ARO. 1887-88, p. 38.
schools was 400. It may be mentioned here that in 1867, only 10 students from three Zilla Schools had appeared in the entrance examination. Out of that number, only 3 candidates were successful in the examination. But in 1869, ten examinees came out successful out of 13 and that was considered as a grand success. In 1872, 15 candidates appeared in the entrance examination and eleven were passed.

By 1875, the number of High Schools increased to 5 and the strength of students in those schools was 494. By 1885, the number of High schools was raised to 9. In 1897, there were eleven High Schools in the Orissa Division, 6 in Cuttack, 4 in Balasore and 1 in Puri. The strength of students in those eleven High schools was 1,635. Similarly, in 1897, the number of Middle English schools was 38 and the strength of students in those schools was 2,515.

96. Dipika, 12.1.1867.
97. Ibid, 9.1.1869.
The Princely States were also influenced by the introduction of Western education of the British Government. Banki was made as the nucleus of education by A.J.M. Mills. Maharaja Bhagirathi Mahindra Bahadur did a lot for the spread of education in his estate. At his instance primary schools, Sanskrit tols and the Middle English schools were established. Mahindra Bahadur was the first man to encourage English education in the Garjat areas. The Middle English school that he established in 1868 to impart English education was a model in the entire Eastern States of Orissa. In course of time many Schools were established by the rulers in Mayurbhanj, Keonjhar and at other Estates.

Commissioner, T.E. Ravenshaw was requested by the Chiefs of Gurjat states to send teachers to be employed in their estates. British government also encouraged and supplemented the efforts of the Tributary Chiefs for the promotion of education in their respective States. Besides giving financial assistance, Government Officers were also employed for the supervision of the schools. T.E. Ravenshaw

100. SRG(Bengal), No.III, A.J.M. Mills' Papers on the settlement of Cuttack and on the state of the Tributary Mahals, 1847, p.68, Mills' Minute, 23.1.1847.
also succeeded in establishing schools in Garjat States. But, there was no High School in the Garjat areas till 1880-81. In 1896, there was a full-fledged High School in Mayurbhanj. In this year, out of 9 students appeared in the entrance examination 5 came out successful, one in first division, two in second division and two in third division. In 1897, the Dhenkanal school was raised to the High School standard. In 1873 Raja of Daspalla had taken interest in establishing pathasala in his estate. Keonjhar Raja had exempted students from payment of fees and also supplied them books and states. The Christian Missionaries opened a girl's school in Nilgiri State. Among the Garjats of western Orissa, the progress of education in Bamra State was noteworthy. In 1892, an English school was established by Basudev Sudhal Dev in Deogarh. Besides, a number of primary schools were opened in the state. Tuition fee was not necessary for getting primary education. There were also girl's schools in Bamra state. In 1891, there were 11 schools

102. Sambad Bahika, 1.1.1875.
103. Mohapatra, M.- op. cit., p. 152.
104. Dipika, 12.8.1876.
105. Orissa District Gazetteer, Sambalpur, pp. 448-449.
with 484 students in Sonepur state. By 1900, the number of schools was double and the strength of students was raised to more than 1,000. There were also two girl's schools in Sonepur. To encourage education, the Rajas were known to have donated money to other parts of Orissa. Mayurbhanj Raja donated 500 rupees for awarding scholarships to the students of Cuttack College. In 1894, Athamallik Raja donated rupees 5,000 for popularising Ayurvedic education in Orissa. He had also contributed one hundred rupees for the poor students of Cuttack Normal School. It was reported that Raja of Bamra was giving financial help to the students for higher studies.

Till 1882, the government paid little attention to educate the backward classes of the British Orissa. Though the depressed castes had the advantage of getting education through Missionary Charity schools and orphanages, but the aboriginal races did not get much benefit out of these Missionary institutions. The Education Commission of 1882 recommended for the opening of Primary schools and

106. Mukherjee, P.- History of Orissa in the 19th Century, p. 446
107. Sambalpur Hitalsini, 4.4.1894.
108. Ibid, 11.9.1895.
stipendiary system to encourage primary education among the backward class communities. In response to this, the Education Department of Bengal Government had set up a special wing for the development of education among the aboriginal and depressed class.

In 1884, three lower primary schools were opened for the Kondhas in the Banpur Thana of Puri district. In 1886, the strength of students in those schools was 60. In 1895, three schools exclusively for the Gonds were established in the Angul sub-division. Besides there were also 15 lower primary schools exclusively for Panos, a semi aboriginal race. In 1898, a special school for Santals at Balasore and 26 schools in the Kandhamals for Kondhas were established by the government. The first Santal school was established by Phillips in 1845 at Jaleswar. Till 1873, sixty five village schools were started by the Missionaries. In 1873, the strength of the pupils in those village schools was 1,220 including 74 girls. Special care was taken for the education of the Santal teachers. Teachers were getting training at Santipur Normal School from

110. CHRJ, Vol-XXX, No.1, p. 32.
111. Ibid.
where the teachers were coming to Santal village schools of Orissa. Meanwhile Balasore District Board had opened four Santal schools under its control but they were closed in 1901 due to poverty of the Santals and the lack of public support. It may be mentioned here that Gobinda Chandra Mohapatra of Mayurbhanj wrote a book in Santal language and that was dedicated to the then Commissioner, Smith. ¹¹³

In 1886, the number of students reading in the High School of Sambalpur was 142. Towards the close of the 19th Century, the strength of students in this school was raised to more than 200. In 1880-81, 3,266 students were under instructions in the district of Sambalpur. By 1890-91, the number of students was raised from 3,266 to 7,145. By 1897, there were 153 Primary schools with 9,000 students in the district of Sambalpur. ¹¹⁴

By the end of the 19th century, the number of Primary schools in the Orissa Division was 6,341 with 1,08,956 students. The highest educational level reached by the girls in Orissa was the lower

¹¹³ Dipika, 30.4.1881.
vernacular scholarship standard till 1882. The number of High Schools was 11 in the Orissa Division. Thirty seven sanskrit Tols were also recognized by the government. There was also the provision of teaching for M.A. in Ravenshaw College. Besides the Khallikota College at Berhampur, another College was established at Paralakhemidi in the Southern Orissa with the help of the local royal family. On October, 1891, it was inaugurated by the then Governor of Madras.

Thus, prior to the introduction of modern education in Orissa, the people had indigenous system of education confined to traditional, dull, monotonous and unscientific old texts. Although for a long time the Missionaries took active interest in the field of education, their principal aim was to promote Christianity through their educational institutions. Neither could they produce an educated middle class nor could they attract the children of intelligent sections in Orissa. However, Macaulay's policy opened a new era in the history of modern education in Orissa. Besides spreading English education, measures were also taken by the British

115. ARO. 1881-82, p. 63.
116. Ibid, 1899-1900, p. 34.
government to spread Vernacular education. But, religious and social prejudices, poverty and distrust to women education, etc. proved obstacles in the progress of education. Gradually, with the changing attitude of the people, the demand for education in Orissa increased. Awareness was noticed in the minds of the people to avail of the opportunities. During the last two decades of the 19th century, there was a steady growth and progress of education from Primary to College level. With the spread of education a sense of enlightenment was dawned in the minds of the people. An ideal ground was thus prepared for social reforms in the province.