



सत्यमेव जयते

GOVERNMENT OF ORISSA

REPORT
ON THE
PROGRESS OF EDUCATION
IN ORISSA
FOR THE YEAR
1951-52

CSL-IOD-44-AR

IO043415

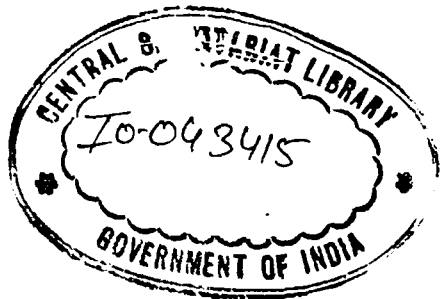


379.54413

EDU-A, 1951

CONTENTS

CHAPTER	PAGE
I. General Survey	1- 7
II & III. Educational Personnel and Organisation	8-20
IV. Basic Education	21-28
V. Secondary Education	29-35
VI. Collegiate and University Education	36-42
VII. Training of Teachers	43-46
VIII. Technical and Professional Education	47-62
IX. Social Education	63-64
X. Preprimary Education	65-72
XI. A Critical Review of the Educational Tendencies and Development	73-77



CHAPTER I

General Survey— This annual report gives a survey and progress of Education in the State of Orissa (including merged States) for the year ending on the 31st March, 1952.

The area of the State is 59,859 Sq. miles and its total population is 1,46,45,946 (72,42,892 males and 74,03,054 females) as census figures of 1951.

The total number of recognised educational institutions on the 31st March, 1952, was 11,52 (including the Utkal University) as against 11,642 on the same date in the previous year and the total number of scholars in these institutions was 6,18,780 (4,94,062 boys and 1,24,718 girls) against 5,57,388 (4,82,282 boys and 1,15,106 girls) in the previous year.

The Director of Public Instruction is the Administrative head of the department and advised to Government on all educational matters. Sri M. S. Pradhan, M. A., B. L., (Cal), Dip-in-Edn (Edin), continued as Director of Public Instruction in the office.

The Utkal University remains as an officiating and examining University for all the colleges of the State except colleges for Oriental studies. His Excellency Sri Asaf Ali, Bar-at-Law continued to be the Chancellor and Lt. Col. C. M. Acharya, M. A., L. L. B., the Vice-Chancellor of the Utkal University during the year under report.

The administration of Engineering, Technical and industrial schools rests with the Director of Industries and that of the medical college with the Director of Public Health and Inspector General of Prisons.

II - Institutions :- The following table gives the comparative figures of different types of institutions :-

Type of institution	1950-51			1951-52		
	Boys	Girls	Total	Boys	Girls	Total
Colleges for general education.	13	1	14	13	1	14
Colleges for Professional education.	4	—	4	3	—	3
Colleges for Special education.	3	—	3	3	—	3
High Schools	165	7	172	183	9	192
Senior Basic schools	1	—	1	1	—	1
Middle Schools.	468	33	501	490	35	525
Junior Basic Schools.	136	—	136	175	—	175
Primary Schools	9447	219	9666	9297	224	9521
Schools for professional education.	46	7	53	52	6	58
Schools for Special Education.	1117	6	1123	1032	3	1035
Unrecognised institutions.	1588	4	1592	1832	4	1836

The classification of institutions according to management is given below :-

Institutions.	Govt.	Dist. Board	Municipal Board.	Aided.	Unaided	Total
Colleges for general education (men)	8	—	—	5	—	13
-do- (Women)	1	—	—	—	—	1
Colleges for professional education (Men)	3	—	—	—	—	3
Colleges for special education (Men)	2	—	—	1	—	3
High Schools for boys.	42	14	1	86	40	183
High Schools for Girls.	6	—	—	3	—	9

They have been taken as unrecognised institutions in the year under report. Hence there has been no recognised fall in the number of Primary schools in the State. The decreased in the total number of institutions under special education has been caused on account of abolition of some literacy centres during the year under report. Therefore if the two years figures, i.e., 1950-51 and 1951-52 are taken on a comparative basis then this fact of 270 unrecognised primary Schools be not lost sight of. The figure 1950-51 shows the number of Primary schools at 9666 including the 270 chatasalies for the figure of 1951-52 shows the number of institutions at 9521 excluding the 270 chatasalies of the previous year which came under classification of unrecognised schools.

III—Scholars:— The table gives the statistics of scholars in different types of institutions.

Institutions.	1950 --51			1951--52		
	Boys	Girls	Total	Boys	Girls	Total
College for General Education	5,420	383	5,803	5100	358	5648
-do- for Professional Education.	763	40	803	330	35	365
-do- for Special Education.	200	7	207	238	4	242
High Schools.	44,523	3,400	47,923	48,567	4,417	58,984
Senior Basic Schools.	129	102	231	121	83	204
Middle Schools.	42,179	5619	47,498	41,876	5,945	47,821
Junior Basic Schools.	7,067	2,453	9,520	8,587	3,028	11,615
Primary Schools.	3,34,735	1,01,368	4,36,103	3,46,131	1,08,068	4,54,199
Schools for Professional Education	1,664	302	1,966	1,788	405	2,993
-do- for special Education	45,602	1,432	47,034	40,799	2,369	43,168
Unrecognised Schools.	35,793	7,121	42,914	35,395	8,675	44,070

N: B:—Madhusudan Law College which enrolls 521 scholars (515 boys+6 Girls not included under colleges for professional education.)

The table indicates that the total number of scholars stands at 662329 against 640002 in the previous year. The increase in number of Primary school and the proportionate increase of students in them is special feature of the year under report. The percentage of scholar to the total population is 4.52 against 4.15 in the previous year in all institutions.

4. Expenditure :— The total expenditure on Education stands at Rs. 2,12,72,411 as against 2,25,86,268 in the previous year. Of which 68. 88 was met from Government fund against 70.31 last year.

The following table gives figures on comparative basis of the total direct expenditure on collegiate and school education.

Institutions.	1950-51	1951-52	Increase or decrease.
Colleges for general Education for men.	22,98,993	17,07,339	5,91,654
Colleges for general education for women.	72,403	80,451 +	8,048
Professional colleges for men.	6,80,054	5,57,024 —	1,23,030
Special colleges for men.	1,22,600	65,631 —	56,969
High Schools for boys	29,76,318	31,68,322 9274 (Senior + Basic)	2,01,278
High Schools for girls	2,37,070	2,23,467 —	13,603
Middle schools for boys	19,71,412	19,12,325 —	59,087

Institutions	1950-51	1951-52	Increase or decrease
Middle schools for girls.	1,53,467	1,61,462 +	7,995
Primary schools for boys. (for Junior Basic)	57,55,733	5767466 + 369565 +	3,81,298
Primary schools for girls.	2,15,252	2,14,532 -	720
Professional schools for females.	80,729	95,728 +	14,999
Professional school for male	10,36,959	9,55,277 -	81,682
Special schools for males.	10,26,409	12,06,687 +	1,80,278
do for females	9,956	4,599 -	5,357
	1,69,06,809	1,64,99,149 +	5,70,220

in respect of
the University

There is an increase in direct expenditure on education in general cost of direction and inspection during the year is Rs. 7,64,189/- as against Rs. 7,42,396/- in the preceeding year.

V— New Developments.

1. Opening of new Primary Schools in partially excluded and ex-State areas.
2. Opening of some Primary Schools for the benefit of the children of refugees.
3. Appointment of an Audio-Visual Officer for the Southern Circle.
4. Sanction of liberal non-recurring grants for the improvement of building, equipment in Secondary Schools.
5. Sanction of liberal grants to village and public libraries.

6. Introduction of short course training in Basic Education for the Inspecting officers of the department.
 7. Introduction of mobile squads on basic education to train up Primary School teachers.
 8. Conversion of primary schools into Basic ones and opening of junior basic schools.
 9. Construction of 25 hostels at Government cost for the Adibasi and Harijan pupils reading in Primary schools.
 10. Grant of generous scholarships, and supply of reading and writing materials and clothes for the benefit of students belonging to scheduled caste, hill tribe and other backward classes of the State.
 11. Introduction of technical courses in some high schools.
 12. Increase in number of Ashram and Sevashram type of schools for Adibasi and other backward caste and tribes.
 13. Improvement of existing M. E. Schools both for boys and girls.
 14. Starting of many more Athletic Associations in the existing H. E. Schools of the State and to bring in a heavy change in the dull literacy activity of the school. Tournaments were organised in many of the high schools.
 15. Regular night schools were opened in the ex-State area for the education of the adults.
-

CHAPTER II.

Educational personnel and organisation :—

The Director of Public Instruction is the administrative Head of the department and also technical advisor to Government on all educational matters. The Administration of the Engineering, technical and industrial institutions was in charge of the Director of Industrial and that of the Medical college and Ayurvedic college was in charge of the Director of Health and Inspector General of Prisons. The control and administration of institutions of Forestry and Agriculture rest with the heads of the respective departments.

The Director of Public Instruction is competent to inspect all the recognised public institutions for collegiate administration and any other public educational institution in the province subject to the orders of Government. The administration and control of the Government colleges and the administration of grants to aided colleges rest with the Director of Public Instruction. He also performs the duties of the Inspector of European schools. The Director is assisted by one Deputy Director who is mainly attached to the former's office.

The Inspectors of schools work under the guidance and direction of the Director of Public Instruction. The Inspectors are mainly responsible for the efficient inspection of high schools and they also supervise the work of the District Inspectors working under their control.

The Inspection and supervision of Middle and Elementary Training Schools are conducted by the District and Deputy Inspectors of Schools. The Sub-Inspectors and Assistant Sub-Inspectors of Schools who work under the control of the District and Deputy Inspectors inspect Primary schools. The

Organiser, Basic Education controls and inspects the Basic Training Schools, Senior and Junior Basic schools under the general direction of the Director of Public Instruction.

The Basic Institutions can also be inspected by recognised officers of the Department.

The Adult (Social) Education Officer is in charge of Adult (Social) Education.

The Superintendent of Sanskrit Studies is the administrative head of the Sanskrit Tols. He also inspects the aided Oriental colleges and also inspects the Sanskrit Primary Schools. He is assisted in his work by an assistant Superintendent of Sanskrit Studies.

The Special Inspecting Officer for Mohammadan Education inspects Madrasas, Urdu Primary Schools and Urdu and Persian classes in the Secondary Schools.

The Rural Welfare Department is primarily responsible for the working of the Ashram and Sevashram schools and competent officers of the Education Department are also empowered to visit such schools.

The Chief Inspector of Physical Education with the assistance of the Inspectors and Inspectress of Physical Education supervises and directs Physical Training activities in the State.

A separate staff for efficient supervision of girl schools is maintained. The Inspectress of Schools supervises all the H. E. schools for girls and controls the work of the District and Deputy Inspectress of schools who are entrusted with the inspection of girl schools other than high schools.

II—Educational Services :

The following tables indicates the strength of the various services both in class I and II in the State.

Category.	Total No. of posts.	Direct recruitment.	Held by promoted of officer.	Official arrangements.	Post vacants and held in abeyance.
Senior Administrative.	1	—	1	—	—
Junior Administrative.	1	—	—	1	—
Post-graduate professorship.	7	1	4	—	2
Class I	23	3	10	7	3
Total	32	4	15	8	6
Class II	283	114	32	116	21

Besides the senior and junior administrative posts there are separate posts for post-graduate professors and other posts in class I of Orissa Educational Service. The above categories constitute posts both for men and women in different branches of Orissa Educational service class I. The post in Senior Administrative is held by the Director of Public Instruction and that in Junior Administrative service is held by the Principal, Ravenshaw College, Cuttack.

The following table gives the number of posts in the subordinate educational services both in teaching and inspecting branches.

Category	1950-51			1951-52		
	Men	Women	Total	Men	Women	Total
Subordinate Educational service—	332	39	371	—	—	—
Lower Subordinate Educational Service.	492	64	556	—	—	—

The 'B' type schools continued in the ex-State areas as before. The number of posts in them which falls under the category of Subordinate educational services is as follows :—

III—Directorate and Inspectorate :

A Pay scale of Rs. 1300-100-1800 has been fixed for the Director of Public Instruction, the administrative head of the department.

The following figures give the number of officers in the Inspecting branch of the State.

Sl. No.	Designation.	No. of posts.	Scales of Pay. Rs.
1.	Inspectors of Schools.	3	300-20-320-25-420-30-570-EB-30-690-30-780-EB-40-860.
2.	Organiser of Basic Education.	1	-do-
3.	Adult (Social) Education Officer.	1	300-20-320-25-420-30-570-EB-30-690-30-780-EB-40-860.
4.	District Inspectors of Schools.	13	200-15-260 25-435-EB-25-610-EB-30-700.
5.	Deputy Inspectors of Schools.	24	120-5-155-EB-5-160-10-220-EB-10/-2-250.
6.	Sub-Inspectors and Assistant Sub-Inspectors of Schools.	185	For Trained-I.A. Rs. 70-2-80-4-100 with 20% special pay. For Matric Trained Rs. 50-2-70-EB-2-90 with 20% special pay. Elementary trained passed-Rs. 40-1-50-2-60.

Sl. No.	Designation.	No. of posts.	Scales of Pay. Rs.
7.	Superintendent of Sanskrit Studies.	1	200-15-260-25-435-EB-25-610-EB-30-700.
8.	Assistant Superintendent of Sanskrit Studies.	1	70-2-74-3-98-4-110-EB-5-140.
9.	Special Inspecting Officer I for Mohammadan Education.	1	120-5-155-EB-5-160-10-220-EB-10/2-250.
10.	Auditor of Accounts.	4	-do-
11.	Chief Inspector of Physical Education.	1	200-15-260-25-435-EB-25-460.
12.	Inspector of Physical Education.	3	120-5-155-EB-5-160-10-220-EB-10/2-250.
13.	District Organiser, Adult Social Education.	6	-do-
14.	Audio Visual Education Officer.	3	-do-
15.	Inspecting Maulvi.	1	50-2-70.

WOMEN'S BRANCH

16.	Inspectress of Schools	1	300-20-320-25-420-30-570-EB-30-690-30-780-EB-40-860.
17.	District Inspectress of Schools.	1	200-15-260-25-435-EB-25-610-EB-30-700.
18.	Deputy Inspectress of Schools.	2	120-5-155-EB-5-160-10-220-EB-10/2-250.
19.	Inspectress of Physical Education.	1	-do-

Primary Education :

1—Scheme of School classes :

The Primary Schools consist of 6 classes beginning from the infant to class V and comprise of two stages, i.e., the lower

primary stage covering a course of 4 years, infant to class III and Upper Primary stage comprising classes IV and V. No public examination is held at the end of the course. Students after passing the Upper Primary Examination take up the Middle School course. The medium of instruction in the Primary School is the Mother tongue of the pupils. English or the federal language does not find place in the curriculum for Primary Schools.

II—Size of classes :

Each Primary class generally has 30 pupils on the roll. In the ex-state areas in Primary classes attached to Middle and High Schools the number has been exceeded by 10 to meet an emergent demand.

Accommodation at the rate of 8 Sq. feet per pupil is insisted upon in case of Primary Schools as a minimum condition for recognition where as the normal requirement is 10 sgr. feet. The local people are to provide accommodation to such schools according to requirement and their capacity.

III—Schools :

The total number of Primary Schools of all types for boys and girls including European and Anglo-Indian Schools is 9521 as against 9665 in the previous year. Of these 958 U. P. Schools as against 857 last year.

The comparative figure of the years 1950-51 and 1951-52 shows a small increase in the number of Primary institutions in consideration of the fact that in the year, 1951-52, 270 Schools which were taken as recognised in the year, 1950-51 have been classed as unrecognised in the year, 1951-52 for the purpose of report the 270 Schools which still receive Government aid only as in the year, 1950-51 were wrongly classed as recognised institutions where as they should have been placed as unrecognised institutions which has done in the year, under report.

The following table indicates the number of schools and agencies by which they are maintained.

<u>Management</u>	No. of schools for		No. of schools for	
	Boys	Girls	Boys	Girls
	1950-51		1951-52	
Central Government	4		3	
State Government	232	48	2364	46
District Board	695	50	688	50
Municipal Board	77	22	71	18
Aided	5818	97	5697	106
Un-aided	525	2	474	4
Total	9447	219	9297	224

IV—Scholars :— The total number of pupils in Primary schools on the 31st March, 1952 was 454,199 (3,46,131 boys + 1,08,068 girls) as against 4,36,103 (3,34,735 boys + 1,01,368 girls) last year. The number of girls reading in boys' schools was 96,572 against 91,273 last year.

In the Primary schools there has been appreciable rise in the number of pupils as shown in the figures above.

The average number of pupils in a primary school is 475 as against 416 last year.

V—Single teacher schools :— The following statement shows comparative statistics of single teacher schools.

Year.	No. of Boys	schools for Girls	Enrolment in Boys' Schools	Girls' Schools
1950-51	4,988	54	1,44,305	1,579
1951-52	44,898	68	1,50,507	2,093

The percentage of single teacher schools to the total number of primary schools in the State is 51.1 as against last year. Many single teacher Primary schools were converted

to double teacher ones. In a single teacher school one teacher has to manage all the four classes as a result of which there is lack of efficiency in respect of management and teaching. In spite of this it is not feasible to abolish the single teacher schools which exist mostly in backward and scarcely populated areas. Every effort is made to improve such schools and convert them into double teacher schools when conditions improve.

VI—Teacher—Number—Scale of Pay etc. :—There is no change in qualifications demanded of the staff recruited for the Primary schools. Middle passed trained teachers are ordinarily recruited for this type of schools. The total number of men teacher in Primary schools on the 31st March, 1952 was 17,770 (8020 trained and 9750 untrained) as against 17,650 (8,124 trained and 9,528 untrained) and that of women teachers was 305 (218 trained and 87 untrained) as against 320 (223 trained + 97 untrained) in the preceeding year including the teachers of unrecognised Primary schools.

The percentage of trained teachers to the total number of teachers in Primary schools was 45.5 as against 46.7 in the previous year.

The average number of teachers in a Primary school was 1.9. as against 1.7 last year.

Trained and untrained teachers in Primary schools were in the pay scale of Rs. 30- $\frac{1}{2}$ -40 and 22- $\frac{1}{2}$ -30 respectively. The untrained teachers in ex-state areas were allowed to enjoy the pay scale meant for M. V. trained teachers provided they completed 10 year service on 1.1. 48.

Teachers serving in the Primary schools under the management of Municipalities are given the privilage of contributing towards the teachers provident fund as such they are considered as employees of the municipalities where as techers serving in stipendiary schools are not regarded as such.

VII—School Building :—Except the Government managed schools other school buildings are generally constructed and maintained by the people of locality concerned. Local bodies sanction non-recurring grant for the construction of school buildings and a subsidy for annual repairs in respect of schools, managed and aided by them. All the Primary schools in the ex-State areas and in Ganjam Agency were in receipt of grants from Government for annual repairs.

The five year period of post war development scheme of 1946-47 ended by the year, 1951-52 and in its place the five year plan was introduced. The First Five Year Plan is in operation from the year, 1951-52. A sum of Rs. 1,79,49,000/- has been approved by the Planning Commission to be spread over the five year period. Improvement of the buildings and equipment of primary schools finds a place in the programme.

VIII—Expenditure :—The total direct expenditure on all classes of Primary schools for boys is Rs. 57,67,466/- of which Rs. 50,31,607 (out of which Rs. 27,070/- was spent by the Central Government) was met from Government funds, Rs. 4,06,839/- by the District Board Funds, Rs. 1,09,319 from the Municipal funds, Rs. 28,883 from fees and from other sources Rs. 1,90,818 as against Rs. 57,55,733 of which Rs. 509,5000 (out of which Rs. 34,413 was spent by the Centre) was met from Government funds, Rs. 2,85,046 by the District Board funds. Rs. 29,997 from the municipal funds, Rs. 1,00,694 from fees and from other sources. Rs. 2,34,096 in the year, 1950-51.

The total direct expenditure on girl schools was Rs. 2,14,532 of which Rs. 1,14,402 was met from Government funds, Rs. 68,634 from District Board Funds, Rs. 15,846 from the municipal funds, Rs. 2270 from Fees and Rs. 13,380 from other sources as against Rs. 2,15,252 of which Rs. 1,60,664 was met from Government funds, Rs. 26,161 from District Board funds, Rs. 14,403 from municipal funds, Rs. 2,271 from fees and Rs. 11,753 from other sources in the year 1950-51.

The above figures indicate an increase in total direct expenditure on primary schools during the year under report as against last year.

IX—Methods and standard of teaching:—The curriculum of studies for Primary schools approved by Government was followed in all Primary schools.

Government have accepted the policy of introducing Basic Education in all primary schools and as a first step towards this and it has been decided to introduce some important features of the new system of education and some suitable productive craft in every Primary school. The most important feature of the new syllabus is to divert the attention of the children towards practical work such as *saffai* and participation in national and seasonal festivals and engaging myself in community life. Learning is now based more and more on activity and the aim is to socialise the child to its environment. Dignity of labour is now to be the basis of instruction in the new set up of things. The newly proposed reform through the Basic features is intended to the acquisition of real knowledge than the acquirement of information or book knowledge. By restoring the dignity of labour to its proper place in primary syllabus, it is proposed to have a synthesis between intellectual, physical and moral developments of the child's personality.

X—Compulsion :—Compulsion was in force in primary schools in the Parlakimedi Municipality and the Banki Union Board as in the previous year.

A statement showing the number of villages under compulsion and the number of schools with enrolment is given below :—

District.	Act.	No. of areas under com- pulsion		No. of schools		Enrolment	
		Urban	Rural	1950-51	51-52	1950-51	51-52
Cuttack. B. & O. Pry.	(24 Edn. Act. of 1919.	(24 villages		9	9	749	739
		10½ Sqr.miles.					
Ganjam. Madras	Elementary Edn. Act. of 1920.			14	11	920	625

XI—Wastage :—Stagnation and wastage:— The following table shows the percentage of boys and girls passing class III, i. e., the L. P. standard to the number in the infant class 4 years back.

Year	No. in infant class.	No. of passing class III.	% of pupils passing class III. to those in infant class.	No. in infant class.	No. of passing class III.	% of pupils passing class III. to those in infant class.	
							Boys		Girls
	1	2	3	4	5	6	7
1946-47 } 1949-50 }	71,976	33,554	46.6	30,630	9,751	31.4	
1947-48 } 1950-51 }	75,045	35,946	47.8	35,037	11,492	32.8	
1948-49 } 1951-52 }	79,378	37,815	47.84	35,499	8,291	23.46	

The above table shows that the percentage of boys and girls passing out of class III in the years 1949-50 1950-51 and 1951-52 to those in infant class in the years, 1946-47, 1947-48 and 1948-49 was in a steady increase.

	No. of pupils appeared	No. of pupils passed	percen- tage.	No. of pupils appeared-	No. of pupils passed	percen- tage.
1950-51. L.P.	49,242	37,863	76.8	10,790	8,729	80.9
U.P.	17,994	15,432	85.7	1,991	1,717	86.3
1951-52. L.P.	49,377	37,815	78.7	10,980	8,291	75.5
U.P.	16,366	16,556	83.4	2,183	1,784	81.7
—//	19604					

Figures in the above table showing stagnation in promotion of children in Lower Primary and Upper Primary stages for the year, 1950-51 and 1951-52 indicate that the percentage of stagnation is decreasing in general. There was less stagnation in the year, 1950-51 than in 1951-52 owing to the fact that the figures of chalsalies in the ex-State areas were included in the figures last year.

XII—Control :—The general responsibility for Primary education in ex-Orissa Districts originally rest with the Local Bodies who consult the Inspectors of schools in matters of technical nature. Officers of the Education Department fully control the Primary Schools in ex-State areas.

Inspection of primary schools and supervision of educational work done in them are the usual duties of the officers of the Education Department. About 50 to 60 primary schools are in charge of one Sub-Inspector or assistant Sub-Inspector of schools. He has to inspect each school at least twice a year.

XIII—Re-organisation and new development :—

1. Some special features of Basic Education were introduced in non-Basic Primary schools.
2. The system of competitive Lower Primary and Upper Primary scholarship examinations were introduced in Ganjam and Koraput districts.
3. Quarterly payment of teaching grants to Primary schools in the district of Ganjam was introduced.

4. Service Registers were opened for aided primary school teachers in the District of Ganjam.

5. Some Primary Schools were converted into Junior Basic School.

6. Some Sevasram and Asrama type of schools were established by the Welfare Department for the education of the children of backward classes.

7. Dry milk powder was distributed to sickly and illnursed pupils at free of cost.

CHAPTER IV

BASIC EDUCATION

This is the 5th year since the introduction of Basic Education in the State. The Scheme has progressed so far following closely the five year programme drawn up in 1947 with the direction and guidance of the Board of Basic Education, Orissa, consisting of 20 members both official and non-official persons with the Minister of Education as its Chairman. The Board met twice during the year and discussed various vital problems relating to policy, organisation and control of Basic Education in the State. The planning sub-committee and the working committee also met during the year and rendered such assistance as was required from time to time for proper execution of policy and programme decided upon by the Board of Basic Education.

II. The table below indicates the number of institutions of different types during the year under review.

1. Basic Training Schools :— 6
2. Pre-basic Training institution—1
3. Basic Schools with the grades upto VI—5
4. do do do V—16
5. do do below V—156
6. Complete Basic School—1

The number of Basic Schools is 176 as against 136 last year and there is a proposal to start 40 more schools in the year, 1952-53. In view of increasing demand for Basic schools and of the number of existing Primary schools in the State to be converted or of the number required for the introduction of the compulsory Primary Education in the State, the achievements although encouragement are not adequate. Considering the limited financial resources and the number of trained teachers turned out, the present achievement is undoubtedly an

encouraging one. The increase in the number of Basic schools is due to the opening of more Junior Basic schools in different parts of the State.

The Scheme has gained strength with steady increase in the number of institutions of different kinds each year depending on the number of trained personnel and funds available at the disposal of the Board of Basic Education.

III. Scholars :—

The table below shows the gradewise enrolment of students in Basic Schools.

	Boys	Girls	Total.
1. Pre-Basic	2,854	1,400	4,254
2. Grade I	2,411	946	3,357
3. „ II	1,507	477	1,984
4. „ III	1,148	252	1,400
5. „ IV	472	71	543
6. „ V	152	18	170
7. „ VI	66	6	72
8. „ VII	21	—	21
9. „ VIII	8	—	8
10. „ IX	5	—	5
11. „ X	7	—	7
Total	8,651	3,170	11,821

The total number of pupils on the roll was 11,821 against 9,751 in the previous year. The starting of 40 new schools and the public demand for Basic schools has led to the increase in the total number of such schools in the State in the year under report. The Basic teachers had to work hard to improve the school condition specially in respect of school attendance. They use to go round daily as usual to collect students from the villages. They adopt several means of attracting them. Though attempts were made in right earnest at certain places to solve the problem of attendance it remains unsolved as yet. The

pecuniary condition of parents is mainly responsible for the problem. When the question of introducing compulsion is upper-most in the mind of every body it is extremely desirable that due attention should be paid to the question of attendance in time. Unless attempts are made to free children from their domestic preoccupation it is better to utilise the present day irregularities in pupils' attendance by encouraging such pupils to assess their work on attending schools after the period of absence in a scientific way and teachers paying occasionally visits to parents and pupils at their place of engagement by actually participating in the work.

IV. Teachers and their training :—

The number of teachers in the Basic Schools during the year under report stands at 480 (467 men and 13 women) against 366 (360 men and 6 women). The number of teachers in Basic Training Schools is 28 including 3 women teachers against 26 including one woman teacher. The total number of candidates under training was 270 against 176 last year.

Three teachers trained in Basic Education have been appointed in the Angul High School with a view to preparing ground for the conversion of the school into a post basic one. With the introduction of the continuous 2 years training all the training schools and of the simultaneous training of two batches of trainees in the first and second year classes at Raj-Sunakhala and Russelkonda training schools, it is expected that an educational atmosphere will be established in the training schools and greater attention will be paid to the quality of work done there in is proposed to have simultaneous training in two batches in all training schools when necessary facilities and funds are made available. There are at present 394 teachers serving in Basic Schools who have completed their first year training during the period from 1947-48 to 1950-51. As it is not possible to arrange regular 2nd year training course for all of them, a device for short training was introduced with the approval of

the Working Committee of the Board of Basic Education, Orissa. Accordingly 134 in service teacher with Elementary Training qualifications in Basic Schools in compact areas receive intensive training in weaving and auxiliary processes for one month in the Basic Training School. Thus it was of the nature of refresher course for them and was organised for the first time. It is proposed to hold such intensive training classes till all the one year Basic Training Elementary training passed teachers complete their training in weaving and auxiliary processes.

The syllabus for the Basic Training School has been detailed and made practicable as far as possible. Co-related lesson plans have been evolved. Attempts for preparation of literature to suit local conditions and the age and need of children have been made. With further experience greater attention will be paid to these aspects of the training school work.

Assessment of work in Basic Training Schools has been done on a systematic line. 59 trainees of whom 19 are Matriculates passed the 2nd year test held during the year under report.

V. Co-ordination of work of different departments with Basic Educational institution :—

Attempts were made to secure co-operation of diverse departments of the State Government, i. e. : Agriculture and Food Production, Veterinary services and Animal & Husbandry and Public Relations. This has been done to make in the work in Basic Training Schools comprehensive and real. Pamphlets and papers published in those departments at times are made available to the teachers for upkeepment of harmony with the Basic Education.

VI. Expenditure and Income :— The expenditure on various institutions and income therefrom on account of sale of craft and garden products during the year ending the 31st March, 1958 are as follows :—

Expenditure:—

1. Basic Training Schools		Rs. 1,52,249
2. Mobile Training Squads	....	Rs. 20,974
3. Public Basic Schools	....	Rs. 3,67,610
4. Aided Basic Schools	....	Rs. 6,455
5. Board of Basic Education	....	Rs. 38,100
6. Works	....	Rs. 65,468
7. Scholarships	....	Rs. 11,517
8. Allowance to Medical officers	....	Rs. 1,500
Total		Rs. 6,54,873

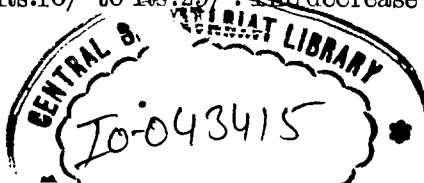
Receipts:—

Basic Training Schools	....	Rs. 4,958
Basic Schools	....	Rs. 21,157

The total income from Basic schools was Rs. 21,157 including Rs. 4,351 spent in providing refreshment to the school children in the shape of fruits and green vegetables grown in school gardens. The income also includes Rs. 440/- value of 21 mds. 13 seer of seeds prescribed in Basic schools for next crops.

The income per child in the Basic school was Rs. 2-12-3 against Rs. 2-5-0 last year. Children of the pre-basic grade have been excluded for the purpose of this calculation. The per capita income becomes Rs. 5-0-9 against Rs. 4-10-0 if the children of grade I are also excluded from the calculation as they belong to the age group of 6-7 from whom no productive labour is possibly expected. The income shown above is low but not discouraging in view of enormous odds through which the scheme has to pass at its initial stage.

The total income from Basic Training school is, Rs. 4958/- against Rs. 6103/- in the previous year. The income per trainee is Rs. 20/- against Rs. 28/- last year. The range of per capita income varies from Rs. 16/- to Rs. 29/-. The decrease in



the income is due to increased roll strength on account of opening of 2nd year classes in Russelkonda and Raj-Sunakhala training schools with limited resources in respect of land and watering facilities which are just sufficient for 30 to 35 trainees

Charges of labour in gardening and cost of materials on account of cleanliness both personal and community and preparation of food in residential institutions have not been accounted for, if calculated in terms of wages comes to Rs. 60/- per head as usual.

As most of the Basic and Basic training schools have not been provided with land accommodation, irrigation facilities, equipment and implements required, the income has not been satisfactory. Even there are basic school which produce no income purely on account of lack of facilities.

VII—Scheme results :— In spite of various difficulties the new scheme yielded definite result in the shape of healthy teacher, pupil, relationship, workmindedness, fellow feeling and willingness to take up the work and responsibilities rendering of social service, growing tendency of smartness and inquisitiveness, reform, wideness and intelligent understanding of the immediate surroundings on the part of the pupils. The type of Education continued to break barrier that existed between the educational institutions and the society in general by attempting different kinds of welfare works, ie. (a) arranging medical aid to helpless patients in the village (b) to undertake social education (c) to fight untouchability in the society (d) cleaning of public roads and unhealthy surroundings (e) making profitable use of the refugees in preparing compost manure, (f) organising rural and national festivals and celebrations (g) organising village amusements on suitable occasions, social service continued to be one of the main activities in the training institutions. This makes Education more reliable and helps students to provide opportunity to understand and improve social conditions.

It takes time for the change of traditional social habits which creates manifold difficulties. The basic teacher in his eagerness to change the social habits invites unpopular critics and is likely to become dispirited at times. Part of the effort is thus wasted because of the unfavourable surroundings from which the children are recruited. This will continue to remain so long as Adult Education is not given at least the same importance as general education for children and the entire Community is brought under the influence of Education.

VIII Introduction of Basic Education by stages :—

Steps have been taken by the Director of Public Instruction, Orissa, to introduce the essential features of Basic Education in the institutions of general type in order that the conversion of the existing schools into Basic ones may be effected as early as possible. The existing curriculum for Primary Schools is being revised in the light of the ideals of the Basic Education. The Oriya version of the Basic Educational syllabus has been supplied to most of the general institutions. The officers of the department are given opportunity to acquaint themselves with Basic Education at work. Arrangements have been made to set up Mobile training squads to impart a short course of training to the Primary school teachers at convenient centres.

IX—Assessment of work in Basic Educational Institutions :—

Attempts were made to assess the Basic Educational products in a systematic way. The work of the 2nd year trainees in the Basic Training School was assessed by a board of assessors appointed by the Board of Basic Education. Opportunities are made available to provide situations for application of the personal attributes of the pupils. Individual skill and social attitudes have been the main criteria in assessing the work in Basic Schools.

X—The year under report has been a year of consolidation :—

Advisory Committees for Basic Schools have been formed and the villagers have been made to feel that they owe a

responsibility towards the Basic school in their village and take part in work for the maintenance of the school. Allowing teachers to reside in villages have helped a good deal in enlisting the co-operation of the people. Schools have to some extent been better equipped. Self-sufficiency and better quality of work have been aimed at. Some productive project have been undertaken in selected schools.

CHAPTER V

Secondary Education:—

Scheme of school classes:—There are different variations in the scheme of classes attached to different types of institutions which come under the Secondary school system. In one type of high school there are classes from IV to XI which is a complete high school. In another there are classes from IV to VII which are called Middle or Middle English Schools and in another cases there are classes from VIII to XI which is also called a high school.

II—Size of classes :—

The maximum number of students from each of the classes in the Primary stage of high schools and Middle Schools was 30 and that in the Secondary stage 40. Accordingly the size of class room is not to exceed 24' in length and not less than 15' in breadth. For Secondary schools 10 to 12 sq. feet of floor space and 18 inches of desk space is to be provided for each pupil.

III—Schools:—The following table gives the necessary statistics for High and Middle schools in the State according to management.

	1950-51		1950-51		1951-52		1951-52	
	High Schools	Boys for Girls	Middle Schools	Boys for Girls	High Schools	Boys for Girls	M. Schools	Boys for Girls
Central Govt.	—	—	1	—	—	—	1	—
State Govt.	36	4	141	11	42	6	142	12
District Board.	14	—	50	6	14	—	46	6
Municipal Board.	1	—	2	—	1	—	2	—
Aided.	84	3	229	16	86	3	229	16
Unaided.	30	—	45	—	40	—	70	1
Total.....	165	7	468	33	183	9	490	35

The increase in the number of secondary school indicates the growing desire of the people for higher education.

All the High schools at District Headquarters are Government High Schools with Headmasters in class II of the Orissa Educational Service. There are other 2 types (A & B) in the State which are also managed by the Government. The teachers in 'A' type high schools enjoy the benefit of pension while those in 'B' type high schools enjoy the benefit of contributory provident fund. In the ex-State areas all the Government Middle Schools belong to the 'B' type schools.

Scholars :—

The total number of pupils in high schools rose from 47923 including 3400 girls to 52984 of whom 4417 were girls. The total number of students in Middle schools including 204 pupils in one Senior Basic School was 48025 of whom 6028 were girls as against 48029 of whom 6721 were girls last year.

Expenditure :—

The total direct expenditure on all high schools for boys and girls rose from Rs. 32,13,388 to Rs. 33,91,789 of which Rs. 13,19,870 was met from Government funds, Rs. 2,27,300 from District Board funds, Rs. 2932 from Municipal Board funds, Rs. 14,94,003 from fees and Rs. 3,47,684 from other sources as against Rs. 13,92,335, Rs. 1,83,447, Rs. 1179, Rs. 133579, as Rs. 300133 of the last year respectively.

The total direct expenditure for all classes of Middle Schools was Rs. 2073787 of which Rs. 947256 was met from Government funds (including Rs. 50841 from the centre), Rs. 152410 from the District Board funds., Rs. 6504 from the Municipal Board funds, Rs. 605785 from fees and Rs. 361832 from other sources as against Rs. 21,6271 of which Rs. 11,59822 from Government funds (including Rs. 15222 from the centre) Rs. 87290 from District Board funds, Rs. 5442 from Municipal

Board funds, Rs. 592113 from fees and Rs. 271604 from other sources last year.

Expenditure on all items except Government funds increase. The fall under Government fund is due to financial stringency of the State Government.

Teachers :—

Number and pay scales of the teachers :—The following table gives the statistics of the number of teachers and their qualifications for men and women.

Trained			Untrained			
Graduates.	Inter- mediates. or Matric.	Non- Matric.	Gradu- ate.	Inter- medite or Matric.	Non- Matric.	
Men	450	875	642	368	1976	393
Women..	43	81	106	3	25	22
Total.. ...	493	956	748	371	2001	415

There has been an appreciable increase in the number of teachers due to increase in the number of institutions.

The question of providing trained teachers to all the Secondary schools of the State is yet to be solved. Number of training institutions being very few their output of trained teachers is far from satisfying the essential needs of the growing secondary schools of the State. The revised scales of pay of the teachers which has been enforced since 1947 has done well in attracting more people to the teaching institutions but the space being very limited in them the required personnel of the trained teachers still falls short of the demand. The principles governing the existing grant-in-aid were changed since 1949-50 and the Government now bear two-third of the net deficit of the total expenditure of an aided school.

Model scales for the staff of aided institutions :—

1. Rs. 130-10 200-E. B.-10-250/- Headmaster.
2. Rs. 100- 5-150-E. B.-8-190-E. B.-10/2-210 trained graduate teachers.
3. Rs. 60-3-90-E. B. 5/2-120 Untrained graduate teachers, head pandits, qualified Commercial Training Instructors, qualified Drawing teachers, Manual Training Instructors.
4. Rs. 60 3-90-E. B.-5/2-100 Trained Intermediate teachers.
5. Rs. 50-2-70-E. B.-3/2-85 Trained Matric teachers, Untrained I. A. teachers, Second pandits, Physical Training Instructors, (Y. M. C. A.) Manual Training Instructors.
6. Rs. 40-2-60-E. B.-2-80 Untrained Matric Teachers, Untrained Drawing teachers, untrained Physical and Manual Training Instructors.

School building :— The condition of buildings of some of the aided Secondary schools is far from satisfactory. Most of the Middle school buildings in ex-State areas are ill-existed for the purpose. Even the buildings of some of the 'A' and 'B' type school for the ex-State areas are far from satisfactory. Therefore the Government sanctioned a non-recurring lump grant of Rs. 75,000/- for the departmental construction of temporary buildings for both 'A' and 'B' type schools according to necessity. All the Government high Schools except a limited few have good buildings.

Methods and standards of teaching:—

The departmental syllabus was followed in all the schools upto class VIII and the courses of study prescribed for the Matruculation examination of the Utkal University were followed in the top 3 classes of high schools. Many aided Middle and High Schools in ex-Orissa districts could not afford

to maintain properly qualified teachers on the staff due to lack of sufficient-funds. Consequently successful and efficient teaching was greatly hampered in them. Teaching in Government and Board managed schools was upto the mark. The importance of Agriculture and vocational studies are gradually trying to occupy a place of importance in the curriculum which indirectly influence the teaching method in the schools. Therefore teaching is becoming interesting and emphasis is given more on practical side of Education. Abolition of English from Classes IV and V has led to discovery of new efforts, so that within 6 years of study, the pupils must have a good command over English, so far as ability to understand, read and speak in English is concerned. Increased attention has been paid to equip the science classes and technical sections of high schools with suitable materials as that students can take real delight in practical work. The showing of films on different subjects by the Audio-Visual section of Adult Education has stimulated the attention of the children to various interesting topics which will ultimately lay the best of doing work in connection with Visual Education in schools. Greater attention has been paid to physical activities in the schools, by organising games and competitive display of physical feats on provincial basis.

Medium of Instruction:—

Non language subject were taught through the medium of regional language in all the secondary schools. But pupils whose mothertongue is a language other than Oriya were given the option of answering questions in their mothertongue for a period of two years, with effect from the session 1949-50 which concession has been further extended till 1953.

Federal languages:—

The Utkal University provides for the examination of regional and other Indian languages at the end of the Matriculation stage.

The teaching of Hindi has been made compulsory from class IV to IX.

Control :— The high schools were under the administrative control of the Circle Inspectors of Schools. The academic control over high schools, so far as the course of study and text books are concerned is of course exercised by the University through its Metriculation examination.

The majority of high schools is being managed by private agencies but local bodies in the districts of Ganjam and Koraput maintain some high schools. Government sanction subsidies to recognised schools under public management and the Director of Public Instruction sanctions grant in-aid to them.

Middle schools are maintained by private agencies and local bodies. The schools were supervised by the District Inspector of Schools and Deputy Inspector of Schools in the out-lying sub-division and by the District Inspectress and Deputy Inspecters of Schools in case of girls schools.

All the secondary schools in the acceded areas were under the management of Government.

I Scholarship, stipends and free places :—The total expenditure in secondary schools was Rs. 2,53,032 as against Rs. 9,02,720/- in the previous year. There was no change in the system of award of free-studentship to the pupils in high schools during the year under report.

The old practice of awarding free-studentships which was in vogue in the acceded areas was allowed to continue during the year. The pupils belonging to scheduled castes and hill tribes were granted stipends and lump grants at a reduced rate, i.e. Rs. 15/- per month in top 4 classes and Rs. 10/- per month in Middle classes and the total expenditure on this account including other financial concessions comes to Rs. 1,75,769/- during the year.

Examination results :—The system of holding terminal test and annual examinations both in Middle and High Schools continued as usual. The following table shows the results at the end of Middle and High School courses.

Middle School stage—	<u>No. Appeared</u>	<u>No. Passed</u>
Boys....	12,222	10,736
Girls ...	763	676
High School stage—		
Boys ..	7,528	2,887
Girls ..	403	167

The Secondary schools for Anglo-Indian and Europeans at Cuttack presented 4 boys and 4 Girls for the Cambridge Senior Examination and 4 and 3 came out successful respectively.

Development of federal languages :— Teaching of Hindi was made compulsory in classes VI to IX in Secondary schools and has become an examinable subject.

Re-organisation and Development :—

1. Some special features of Basic Education were introduced in Middle schools.
2. A grant of Rs. 7500/- was sanctioned for 15 secondary schools for the introduction of agriculture classes there in to meet the cost of implements required for.
3. 275 food family packages offered by the care authorities for free distribution to poor students and students in Adibasi areas were distributed.
4. Co-operative stores were opened in some High Schools.

CHAPTER VI

Collegiate and University Education :—

The number of colleges for all types for men and women is 21. Of these 3 are colleges for special education, 3 professional, 1 Science, 13 Arts colleges and 1 Law college which has been shown under University. 11 (8) Government managed plus (3 aided) of these are degree colleges and 3 are Intermediate colleges (one Government and 2 aided) for general education, out of the 21 colleges only 1 is a degree college for women. The total number of colleges remains stationary at 21. One Intermediate college was raised to status of a degree college.

The Radhanath Training College, Sriram Chandra Bhanj Medical College, The Madhusudan Law College at Cuttack and the Gopabandhu Ayurvedic institution at Puri provided instruction in professional subjects.

II. Size of classes :— In the colleges for general education, the size of tutorial and practical classes are limited to 16 students per teacher for efficient teaching whereas in the general classes the number varies from 96 to 150.

III. Scholars :—The total number of scholars attending colleges for boys on 31st March, 1952 is given below ;—

Colleges for general education	No. of Schools	No. of residents in approved hostels.
Arts and Science Degree Colleges.	4960	1422
Intermediate Colleges.	342	64
Colleges for Professional Education.		
Education	71	60
Law	521	37
Medicine	294	179
Colleges for special Education.		
Orient studies.	242	63

The number of scholars attending colleges for girls on the 31st March, 1952 is given below :—

Arts Colleges.	Degree Colleges.	Number of Scholars.	Number of residents in approved hostels.
		166	45

The number of women students reading in all types of colleges for boys was 237 as against 241 in the previous year. Out of these 192 were in colleges for general education, 3 in the Training college, 32 in Medical college, 6 in Law college & 4 in colleges for oriental studies.

IV. Teachers :— Number, pay scale etc :—

There were 275 men and 17 women teachers on the staff of all the colleges for general education in the State during the year under report as against 273 men and 20 women last year. There were 65 teachers in colleges for professional education of whom 3 were women against 52 and 1 respectively in the year, 1950-51.

In the college for special education (oriental studies) there were 29 teachers of whom one was woman as against 29 and 1 respectively last year.

The scales of pay for the different categories of teachers in Government colleges for general education and for the Radhanath Training college, Cuttack are given below :—

- | | |
|---|---|
| 1. Principal, Ravenshaw College | Rs. 1000-50-1250/- |
| 2. Post-graduate Professors | Rs. 600-40- 960/- |
| 3. Principals of degree colleges including Radhanath Training college and Reader in class I of the State Educational service. | Rs. 300-20-320-25-420-30-570-EB-30-690-30-780-EB-30-860/- |

4. Lecturers in colleges in class II of the State Educational service.

Rs. 200-15-260-25-435-
EB-25-610-EB-30-
700/-

Aided Colleges

1. Principal

Rs. 300-30-320-25-420-
30-570/-

2. Lecturers

Rs. 180-10-250-15-460/-

The minimum qualification for teachers in colleges for General education as laid down by the Utkal University is a second class M. A. or M. Sc degree of any recognised University of India with a minimum of 50% marks secured at such examination.

V. Buildings :—The extension of buildings of the Ravenshaw College, Cuttack continued. The Government of India made a non-recurring grant of Rs. 2,43,000/- for the construction of building for the postgraduates department in Geology and for the purchase of apparatus for the said department in the Ravenshaw College, Cuttack. The State Government have been pleased to permit University to construct the buildings for the Geology department in the Ravenshaw College compound.

In cases of newly started District Headquarters colleges plans and estimates although approved for construction of buildings have not been finally executed owing to financial stringency. The old arrangement of holding college classes in the existing High school building continued.

In respect of private colleges improvements in providing more space to the existing building have gone on normally because of public contributions and Government aid. The Utkal University has no building of its own. It is accommodated in a rented building.

VI. Expenditure :— The total direct expenditure on all types of colleges in the state was Rs. 29,80,665 as against Rs. 31,74,050 in the year 1950-51.

The details for the year under report are given below:—

<u>Types of institution</u>	<u>Total direct expenditure.</u>
Colleges for general education.	Rupees
Men	22,77,559
Women	80,451
Colleges for professional education.	
Men	5,57,024
Women , . . .	65,631

VII Method and standards of teaching :—

The curricula followed in the colleges for general and professional education are prescribed by the Utkal University. Research work was carried on by the members of the staff in some of the colleges, notably in the Ravenshaw College where there are facilities for post-graduate studies. A minimum of three lectures and one tutorial class are provided in each arts subjects. Six lectures and 2 tutorial class are provided in each arts subjects. Six lectures and 2 tutorial classes in each honours subject and 3 lectures in 2 practical classes in each Science subject are also provided in a week. The tutorial class is utilised for written work by the students which is corrected and commented upon.

VIII. Medium of instruction :— English was the medium of instruction in the non-language subjects in all the colleges for general and professional education.

IX. Scholarship stipends and free-places :— Government scholarships and scholarship granted out of endowments continued to be awarded during the year. Total expenditure incurred from the State Government funds on 513 scholarships and stipends awarded to scholars in colleges for general

education was Rs. 76,309. Besides 44 scholarships were awarded by the Central Government of the value of Rs. 18,941/- during the year for general education. The State Government also awarded 72 scholarships and stipends of the value of Rs. 27,257/- to scholars in college for professional education and 31 scholarships and stipends of the value of Rs. 2,224 to scholars for Oriental studies. The total number of free places provided in colleges for general and professional education was 911 and 36 respectively. In respect of fees for students belonging to scheduled caste and other backward communities and girls the yearly amounts foregone were Rs. 82,882/- and Rs. 3,125/ respectively. A sum of Rs. 32,745/- was spent on stipends and lump grants for the benefit of students belonging to scheduled castes and backward communities.

X. Examination results :— The following table gives the statistics of examination results of students at the University Stage.

Name of examination	Boys		Girls	
	No. appeared.	No. passed	No. appeared	No. passed
Ph. D. (Arts)	2	2	—	—
M. A.	29	27	7	5
M. Sc.	20	14	2	2
B. A. (Hons.)	142	78	9	6
B. Sc. (Hons.)	59	41	1	—
B. A. (Pass)	1060	331	85	28
B. Sc. (Pass)	217	115	4	1
Dip-in-Edn.	79	79	3	2
M. B. B.S.	35	21	5	2
B. Com.	53	25	—	—
B. O. L.	62	52	—	—
B. L.	140	87	1	1
1. A	1955	516	157	—
I. Sc.	1262	467	55	—
I. Com.	57	18	—	—

XI. Re-organisation and new development:

663 graduates received their diplomas at the Annual Convocation of the Utkal University held on the 11th December, 1951.

Gradual expansion of college education in the State has led to the exploring of available facilities for providing opportunities for post-graduate studies. During the year provision was made by the Government of India for the postgraduate department in Geology in the Ravenshaw College, Cuttack and for the construction of buildings and purchase of apparatus for the said department. The State Government have been pleased to take further steps for construction of the buildings for the Geology department in the Ravenshaw College compound. Greater emphasis was laid on creating field for better atmosphere of social and extra-curricular activities. Cultural week became very popular and was observed in different colleges with great enthusiasm. Some of the colleges invited scholars of repute from outside to deliver lectures on interesting topics.

Response to the National Cadet Corps organisation was very satisfactory.

The University organised Inter college games and sports and sent representative teams to take part in the Inter-University Competitions and Athletic meets.

The Inter-college competition in (1) Foot-ball, (2) Athletics, (3) Tennis, and (4) Hockey, was conducted under the auspices of the University during the year. At the invitation of the University the South-Zonal Inter-University Foot-ball Tournament and the final match between the finalists of the South Zone and North Zone were conducted under the auspices of the University at Cuttack. Ten different University teams joined the tournament.

The Utkal University teams participated in the Inter-University Athletic meets at Bangalore and Tennis matches held at Ceylon.

The University Tennis team made a good impression at Ceylone.

Researches connected with History of Orissa and Publication of either old or new books by the University were in progress.

Another significant development was the attention paid to the starting of college gardens in different colleges wherever facilities existed as a result of impetus given by the Grow-more-food movement.

University:—Since its inception in 1943 it has remained primarily an examining University, and has only one college (Madhusudan College of Law) under its direct control. So far it is housed in a rented building and attempts are being made to acquire land, to provide facilities for the University buildings. The funds available as balance under University account are not very encouraging but the public donation is rather a hopeful feature. University authorities are now concerned for having a separate Law College building and hostel for which lands have been purchased. A special feature of the year was the introduction of the Special Moot Court where the students were required to argue on an undecided problem.

CHAPTER - VII

TRAINING OF TEACHERS.

Normal and training schools,

Elementary training schools :—These schools are intended to train teachers for Primary schools.

The following table shows the classification of this type of schools for men and women by languages and the number of students in them during the year, 1951-52.

	No. of institutions for				No. of students in institutions			
	Men		Women.		Men		Women	
	Govt.	Non-Govt.	Govt.	Non-Govt.	Govt.	Non-Govt.	Govt.	Non-Govt.
Oriya	13	1	1	3	511	20	21	49
Urdu	1	—	—	—				
Total for 51-52.	14	1	1	3	511	20	21	49
Total for 50-51.	20	1	2	3	770	13	44	52

The decrease in number is due to conversion of some Elementary Training Schools into Basic Training ones, and abolition of some of them.

As it has been decided by the Government to gradually replace the existing Elementary Training Schools by Basic Training ones the number of such schools has been reduced.

Training Schools for boys :— At the final Elementary Training Examination conducted by the School Examination Board, Orissa, 281 candidates appeared of whom 223 came out successful against 344 and 271 respectively in the year, 1950-51.

Training schools for girls :— The number of Elementary Training schools for women was 4 as against 5 in the previous year of which 1 is managed by Government, 1 is aided and 2 unaided.

The number of pupil teachers on the roll on the 31st March, 1952 was 70 against 96 last year. Each trainee received a stipend of Rs. 19/- per month in Government Training Schools.

The total direct expenditure on these schools was Rs. 82,941 of which Rs. 76,601 was met from Government funds against Rs. 70,451 and Rs. 67,363 respectively last year.

The number of Elementary Trained women teachers in Primary schools was 218 as against 223 last year. The number of such teachers serving in secondary schools of the State was 106 during the year, against 92 last year.

Secondary Training schools :— These schools are usually meant to train under-graduates for the various types of secondary schools. The period of training covers to academic years. The following table gives the statistics regarding the number of such schools and scholars reading in them.

	<u>1950-51</u>	<u>1951-52</u>
No. of Schools	2	2
No. of Trainees	183 (including 4 girls)	164

All the men students received stipends at the rate of Rs. 25/- and women students at Rs. 35/- per month. No fees are charged in these institutions.

Out of 114 candidates appeared at the Final Teachers' Certificate Examination, 80 came out successful as against 107 and 66 respectively last year.

The total number of Secondary trained teachers in different types of schools on the 31st March, 1952 was 878 men and 82 women as against 867 men and 103 women last year.

The Secondary Training Schools have modified programmes where in greater stress was paid for social and extra-curricular activities on the lines seen in the basic schools. In specified date Sofai work was done and students have paid increased attention towards gardening.

Training College :— The Radhanath Training College at Cuttack prepares candidates for the Diploma (in Education) Examination of the Utkal University. It is the only institution of its kind which supplies trained graduate teachers for Secondary schools. The period of training is one academic year.

It was under the consideration of Government to convert the Training College into a Basic Training College for which purpose the staff of the college were to be sent to Basic Training Centres for acquaintances with development of Basic Education. In view of that the Principal had been to Sevagram and stayed there for a month to observe the work carried on there on Basic lines in the year 1950-51.

The number of pupil teachers on roll on the 31st March, 1952 was 71 including 3 women as against 63 including 5 women in the previous year. The increase in the number of students in the college is a special feature.

No tuition fees nor sit rent in hostel are charged. Out of 71 students 25 received stipends at the rate of Rs. 40/- per month each for 22 males and Rs. 45/- each for three women students.

Expenditure on stipends during the year amounted to Rs. 11,178/- ending on 31-3-52 as against Rs. 17,563/- last year. The direct expenditure on the College was Rs. 40,919/- against Rs. 38,523/- last year.

The College follows the curriculum prescribed by the Utkal University for the Dip-in-Education which comprises both theory and practice of teaching of modern lines. The

practice teaching of students was carried on in the Ravenshaw Collegiate School, P. K. Academy and Marwaree High School under the supervision of the Principal and the staff.

The staff consists of the Principal and three Lecturers. In addition there were part-time Lecturers for imparting instructions in Hygiene and Drawing.

The students went on excursion to Konark and Chilka. No grant on excursion was sanctioned this year.

The total number of graduate teachers in different types of institutions in the State on the 31st March, 1952 was 885 (837 men and 48 women) of whom 503 (459 men and 44 women) were trained against 441 (401 men and 40 women) trained last year.

CHAPTER VIII

TECHNICAL AND PROFESSIONAL EDUCATION

I. Schools :— The institutions falling under the caption of the section constitute the work of other departments, i. e., the Director of Health and Inspector General of Prison and the Education Department manages the few commercial classes of which one is Government managed. The table containing other different institutions with their enrollment and expenditures is given below :—

Types of institution.	No. of institutions.		No. of Scholars.		District Expenditure.	
	1950-51	1951-52.	1950-51	1951-52	1950-51	1951-52.
					Rs.	Rs.
Engineering School	1	1	191	211	192988	214545
Technical and Industrial Schools.	26	28	389	929	303637	316548
Commercial Schools.	1	2	42	43	4254	4414
S. C. B. Medical College	1	1	213	223	606278	45929
Gopabandhu Ayurvedic Institute.	1	1	56	71	—	56813.

N: B: The items shown under the caption of Technical and Industrial Schools exclude the training college and schools.

The above statistics show an increase in number of institution and scholars which is no way hampered by the fact that there is a slight allowance in expenditure as compared to that of the last year.

The reports of education falling under different sections are detailed below.

I. Technical Education :— The department continued to arrange for the Industrial and Technical education of youngman of the State as before. The total expenditure on technical education during the year under report was Rs. 7,12,104/- against Rs. 7,53,137/- in the previous year. Of the 27 technical schools, Balasore Technical school, Orissa Poor Industry Cottage, Basant Kumari Bidhabasram and Puri Anathasram are private institutions receiving grant-in-aid from the Government and the rest 23 schools are managed by Government directly.

Orissa school of Engineering :— The total number of students on roll on the 31st March, 1952 was 211 against 191 in the previous year.

During the year under report the students of the institution visited various works of Engineering interest in Calcutta, Mysore, Hirakud and Tatanagar.

The results of the various examinations held in the School during the year were as follows :—

Classes	No. of students appeared.	No. of students passed.	Percentage.
Annual final examination for Diploma in Licentiate Engineering.	65	32	49.9
Annual Intermediate Diploma in Licentiate Engineering.	64	45	70.3
Annual Preliminary Engineering.	63	59	93.7

Classes	No. of students appeared.	No. of students passed.	Percentage.
Supplementary Final Examination, for Diploma in Licentiate Engineering.	30	24	80.0
Supplementary Final Examination.	63	59	93.7
Supplementary Intermediate Engineering.	19	14	73.7
Supplementary Preliminary Engineering.	43	34	79.0

The total expenditure of the school during the year was Rs. 2,14,545/- against Rs. 1,94,303/- in the previous year. The average cost per student for the year under report was Rs. 1,017/- against Rs. 1,075/- last year. The workshop continued to accept orders of repair works from outsiders. The total receipt earned on this account amounted to Rs. 4821 against Rs. 3462 in the previous year.

Fulbani Industrial School :— The school runs with six sections i. e., Weaving, Carpentry, Smithy, Cane Work, Tanning and Shoe making and imparts training to students belonging mainly to the backward classes of Khondmal and Baliguda divisions. The roll strength on 31-3-52 was 50 including one female student. Majority of the students reside in the hostel attached to the school.

The total expenditure incurred during the year under report was Rs. 36,606-14-0 against Rs. 36,474-5-0 in the previous year. Articles manufactured and sold during the year amounted Rs. 9558-4-0 against Rs. 384-12-9 last year.

Angul Industrial School :— The school with 4 sections worked smoothly during the year under report. Due to want of students dying section was abolished at the end of the year. There were 35 students on roll in the previous year. All the students were awarded stipends @ Rs. 15/- per month each. Hostel accommodation was made available to the students.

7 students from the Tailoring section and 2 from the Dyeing section successfully completed their course during the year under report.

The total expenditure incurred during the year was Rs. 26,108-12-0 and the sale proceeds of articles manufactured in the Commercial section attached to the school amounted to Rs. 215-2-3.

Berhampur Industrial School :— The School worked with 5 sections during the year under report. There were 36 students on roll against 38 last year. All the students were awarded stipends @ Rs. 15/- each per month. 19 students successfully completed the training.

The production section attached to the school which is running on commercial lines continued to produce utility articles and their are proceeds during the year amounted to Rs. 17,492/- against Rs. 6,366/- last year. The total expenditure incurred during the year was 25,410/- against Rs. 34,194/- in the previous year.

Purna Chandra Industrial Institute, Barlapada :— Like the previous year the Institute provided facilities for training in Cotton, Silk and Tassar rearing, Durry and Carpet weaving and Dyeing and Printing. There were 39 students on roll during the year against 30 in the last year.

The total expenditure was Rs. 29,807-13-0 against Rs. 40,586 in the previous year. Sale proceeds collected during the year under report amounted to Rs. 3,659-5-3 against Rs. 7,787/- last year.

Sambalpur Industrial School :— The school afforded facilities for training in weaving, carpentry, cane work and shoemaking during the year under report. Due to want of sufficient number of students the smithy section of the school was transformed to the J. R. Industrial School, Bargoan. The number of students on roll was 29 against 30 in the previous year and each student was awarded stipend of Rs. 15/- per month.

The total expenditure incurred during the year under report was Rs. 26,060/- against Rs. 33,975/- last year. Sale proceeds of the articles manufactured both in school and commercial sections amounted to Rs. 10,983/-.

Nayagarh cottage Industry School :— The School with 3 sections worked during the year under report. There were 15 trainees on roll and each of them was awarded a stipend of Rs. 15/- p. m.

The total expenditure during the year under report was Rs. 15,075-13-0 against Rs. 15,837/- in the previous year and sale proceeds of articles amounted to Rs. 3,248/- against Rs. 13,598/- in the last year.

Athamallik Industrial school :—The school with 3 sections, i. e. Weaving, Carpentry and Shoe making worked during the year. There were 16 students on roll and each of them was awarded a stipend of Rs. 15/- p. m. as in the previous year. Three students successfully completed the training. Total expenditure incurred during the year amounted to Rs. 13,583/- against Rs. 20,407/- last year.

Industrial technical school, Bolangir :— The school continued with 2 sections i. e. Carpentry or Cane work and Bamboo work as in the previous year. There were 14 students on roll and each of them was awarded a stipend of Rs. 15/- p. m. as usual. Three students successfully completed the training.

The total expenditure during the year under report was Rs. 13,837/- against Rs. 13,716/- last year. Sale proceeds of articles manufactured both in school and commercial sections during the year amounted to Rs. 4,152-15-9 against Rs. 309-0-6 in the previous year.

J. B. Industrial school, Bargoan :— In addition to Weaving Carpentry and Tailoring, a new section in Smithy was added during the year under report. There were 25 students on roll and each of them enjoyed a stipend of Rs. 15 p. m. as in the previous years. 5 students successfully completed the training. There is a hostel attached to school.

The total expenditure in the year under report was Rs. 17,677/- against Rs. 14,898/- last year. Sale proceeds of articles during the year under report amounted to Rs. 4,394-9-0 against Rs. 3,087-5-0 last year.

Industrial School at Sonepur :— The school with three sections viz. Carpentry, weaving and Tailoring imparted training to the students during the year under report. There were 19 students on the roll and each of them awarded a stipend @ Rs. 15/- p. m. The total expenditure incurred during the year amounted to Rs. 13,349-4-0 against Rs. 18,505/- in the previous year. Rs. 4,842-10-0 was received from the sale proceeds of articles manufactured by students in the school.

Dibyasankar Industrial School at Kuchinda :— The school continued with three sections viz. Carpentry, Weaving and Tailoring. There are 15 students on roll and each of them was awarded with a stipend of Rs. 15/-. Three students came out successful at the final examination. The total expenditure incurred during the year amounted to Rs. 10309-3-3 against Rs. 10,980 in the previous year.

Narsinghpur Industrial School :— The school continued with two sections viz. Carpentry and Cane work. There were 15 students on the roll.

The total expenditure incurred during the year amounted to Rs. 9,533 against Rs. 8,129/- in the previous year.

The sale proceeds of articles manufactured in the school during the year under report amounted to Rs. 593/- against Rs. 491-7-6 in the preceding year.

Craft School :— The craft schools continued as in the previous year, to train the villagers in simple craft like Durry and Carpet weavings, Cane and Bamboo weaving, Mat knitting and manufacture of many utility articles after utilising raw materials that are available in plenty in the countryside. 409 students received training in different centres. The total number of students trained from the beginning up to 31-3-52 was 2431.

The total expenditure during the year under report was Rs. 28265/-

The articles manufactured by the schools found good market and are highly appreciated by the public.

Balasore Technical School :— The total number of students receiving training in the school during the year under report was 59 against 52 in the preceding year. Three students successfully completed the technical diploma course and 5 secured the artisan certificate.

The Government aid to the institution during the year amounting to Rs. 13,800/- as in the previous year.

Orissa Poor Industry Cottage :— This institution provides facilities for training in various handicrafts, using different kinds of raw materials available in villages of the State such as Jute, Palm leaf, Kainch (Golden grass), Bamboo, etc.

The number of students on roll during the year was 40 as in the previous year. 15 students came out successful out of 19 students appear in the final examination.

The total number of expenditure during the year under review was Rs. 59,317-13-0 against Rs. 10,626-3-6 in the preceding year. Govt. grant to the institution during the year was Rs 300/-. The Government of India gave a non-recurring grant of 85,000/- during the year for the improvement of the institution. The sale proceeds of the articles manufactured in the institution during the year amounted to Rs. 28,759-3-0 against Rs. 3,393-7-6 last year.

Basantkumari Bidhabasram, Puri:— This institution continued to provide training for widows and destitute females in various handicrafts. The total number of students on roll on the 31st March, 1952 was 60 against 60 in the previous year.

The total expenditure of the school during the year was Rs. 3896/- and the Government grant to institution was Rs. 2,280/-. 56 students appeared in various examination of the school and 45 came out successful. During the year 9 refugee students were deputed by the State Government to under go training in the school on a monthly stipend of Rs 30/- each.

Puri Anathasram :— During the year under report the industrial section of the Puri Anathasram received a Government grant of Rs. 1,080/-. The inmates of the Ashram who are orphans, were given training in various handicrafts such as Spining, Weaving, Durry and Carpet weaving and Coir-mat making etc.

There were 24 students on roll out of which 19 appeared at the annual¹ examination and 14 came out successful.

The institution sent its exhibits to the examination held at Puri and each got prizes and certificates.

Higher Technical Training :— Arrangement for higher training of Orissa students in defferen technical subjects in institutions outside Orissa were made during the year under

report. The following statistics given below will make the position clear.

1951-52

Sl. No.	Name of Institution.	Subject.	No. of students deputed.	No. of stipends awarded.	Rate of stipend.
1.	Bengal Engineering College.	Civil	5	1	77
2.	College of Engineering, Bangalore.	do	1	1	93
3.	College of Engineering, Kakinada.	do	2	1	82
4.	College of Engineering, Poona.	do	1	1 } 1 }	99
		Elec	1		
5.	College of Engineering & Technology, Jadavpur.	Elec.& Mech.	8	—	77
6.	College of Engineering, Benaras Hindu University.	Eng- neering (Degree)	6	3	99
7.	Birla College of Engineering, Pilani	Elec. & Mech.	5	1	98
8.	Delhi Polytechnic	Tex.	2	2	60
9.	Indian Institute of Science, Bangalore.	Elec.Tech. Elec, Cown.	1 2	1 1	101
10.	Victoria Jubilee Technical Institute.	Textile	2	2	99
11.	Leather working School, Dayalabag, Agra.	Boot & Shoe- making.	2	2	82
12.	Indian School of Mines and applied Geology, Dhanbad.	Mining Eng. Geology.	1	92	—
13.	Bihar College of Engineering, Patna.	Civil	5	2	77

Sl. No.	Name of Instrument.	Subject.	No. of students deputed.	No. of stipends awarded.	Rate of stipend.
14.	Indian Institute of Technology, Kharagpur.	Eng. (Degree)	10	3	77
15.	Bihar Institute of Technology, Sindri.	Elec. & (Degree)	1	—	—
16.	College of Engineering, Trivendrum.	Eng. (Degree)	3	—	—

Sri Ramachandra Medical College :— The college provides education both for boys and girls. It imparts teaching in science and practice of western Medicine. It is the only institution of this kind in the whole of State entirely managed and financed by the State Government.

There is no special arrangement for the education of the schedule castes and Backward communities in this institution. They are admitted if they possess the minimum educational qualification.

It is the only Government medical institution. It trains students for the M. B. B. S. Degree Examination of the Utkal University to which it is affiliated. The course of study extends over a period of 5 years. The minimum academic qualification for admission into the college is a pass at the I. Sc. examination with physics, Chemistry and Biology of the Utkal University or any other examination recognised by the Utkal University as equivalent thereto.

To enable the medical licentiates to graduate themselves, the condensed M. B. B. S. course was in operation since 1946. This course extended over a period of 2 years. Only 18 months being for the licentiates who had undergone 3 months A.M.T.C. training at Poona. So far 4 batches of students have been taken in. Admission to the above course was suspended in the year under report.

Size of classes:— Three lecture halls, two of which are gallieried, exist. One gallieried Lecture Theatre accommodates 100 students and the other 50 students at a time. Proposal for the construction of two large modern type of gallieried lecture hall has since been sanctioned by Government.

Scholars:— The session began with 213 students (Regular 172 and condensed course 41) on the roll. Subsequently 50 students including 7 women students and 6 students from Backward classes were admitted to the 1st year class and 2 students to the 4th year class (on transfer) readmitted. Thus the total number of students on the college roll was 265. Out of them 11 regular students and 31 condensed Course Students passed the final part II M. B. B. S. examination of the Utkal University, and left the institution. The session closed with 223 students on the roll on 31-3-1952.

The sanctioned teaching staff of the college consists of 11 professors, 11 assistant professors, 1 part time lecturer, 1 Radiologist, 1 Reader, 1 Clinical Pathologist, 12 Demonstrators, 2 Curators, 3 Registrars, 1 Pharmacist, 1 Analythesist, 1 Veneral Diseases & Skin specialist and 1 part time dental surgeon. In addition to a post of the Associate Professor of Pathology has been sanctioned but lying vacant due to want of suitable candidate.

Scale of pay:—

1. Professors (clinical) Rs. 800-40-1000-50/2-1150.
2. Professors Non-clinical Rs. 1000-50-1250.
3. Readers— Rs. 690-30-780-40-860.
4. Asst. Professors (clinical) Rs. 450-30-600
5. Asst. Professors Non clinical Rs. 510-25-610-EB-30-700
6. Curators, Demonstrators & Registrars—
Rs. 200-15-260-25-435-EB-25-460.
7. Asst. Professors of Biochemistry Rs. 200-15-260-25-
and Demonstrator in Biochemi- 435-EB-25-610-EB-
stry and Pharmacist. 80-700.
8. Dental Surgeon Rs. 400/- (fixed)

Buildings :— The building of the defunct Medical school are being utilised with necessary addition and alterations to suit the purpose of the Medical college. The ground floor of the additional Men students hostel was taken into use. The Anatomy Museum and the library cum-Museum and a self contained double storied building for Pharmacology Block are nearing completion. Proposal for the construction of central Morgue with colling arrangments and lecture Theaters, quarters for the staff and cycle sheds have been submitted.

Expenditure:—The total expenditure of the college for the year under review was Rs. 5,00,766/-. The fall in the amount of expenditure as compared with the figures of the expenditure for the preceding year was due to the suspension of admission of candidates to the condensed M. B. B. S. course. In addition to the usual grant a sum of Rs. 47,000/- as special non-recurring grant was allotted during the year for purchase of apparatus, instruments and furniture for the additional Men students' hostel.

Medium of Instruction:— The medium of instruction in the college is English.

Scholarships : (a) 41 including 9 women students were awaraded Government merit scholarships @ Rs. 35/- p. m. The amount spent on this head during the year under report# was Rs. 10,474/-. Besides the above 17 poor and needy students of the ex-State area were also allowed scholarships @ Rs. 35/- p. m. One Mayurbhanj Scholarship of the value of Rs. 8/- p. m. was also awarded to a 1st year student. Four women students received scholarships from the Lady Dufferin Endowment Fund. The amount spent on this head was Rs. 370/-. 7 students received Government of India's scheduled castes scheduled tribes and Backward class scholarships. The amount of expenditure on this head was Rs. 3758/-. Two displaced students rehabilitated in Orissa were granted scholarships

amounting to Rs. 60/- p.m. each. 6 students received 8 scholarships from other sources.

(b) **Stipends, Free-studentships and free Places** :—24 including one woman student of the condensed M.B.B.S. course were awarded stipends @ Rs. 10/- and some @ Rs. 65 p. m. The total expenditure on this head was Rs. 11,803/-, 24 women students were granted free-studentship and 10 poor and deserving men students enjoyed rent free accommodation in the hostel during the year.

Examination result :—

The following is the result of the various University Examinations held during the year under report.

		No. appeared		No. passed	
		Men	Women	Men	Women
1st M. B. B. S.	April 1951	32	5	23	2
do	October	12	2	4	1
Final M. B. B. S.					
Part I	April—1951	13	6	11	3
Part II	October 51	7	4	6	4
Final M. B. B. S.					
Part 1	May— 1951	26	5	18	8
Part II	November 1951	43	2	19	—

Education of girls and women :— Women students study along with men students in this institution. They are selected with others on the basis of merits only. 7 women students were admitted into the college. 10% of the seats were reserved for women candidates. Half tuition fees are realised from lady students if their natural parents or guardians are assessed to income tax and are completely exempted from tuition fees if no tax is paid by their guardians or parents. Accordingly 19 girls students received full and 5 half free-studentship during the year under report.

Physical Training, Games, Sports etc :— One hour daily in the afternoon is devoted for the Physical Training class conducted by a Y. M. C. A. trained Physical Instructor in which both men and women students participate for whom this class is compulsory.

The following games are provided in the college for students. (1) Tennis (2) Cricket (3) Football (4) Badminton (5) Hockey (6) Volley ball (7) Athletics.

U. T. C. and National Cadet Corps :— A medical wing of the National cadet corps has been formed in 1950 and the student are showing a keen enthusiasm and interest in the training.

School Medical Service :— A medical Officer of the rank of Professor is the Warder of the hostel and is available in the premises for immediate consultation by the boarders. The day-scholars receive free medical aid. No case of infectious diseases occurred during the year. The general health of the students during the year was on the whole good.

Library :— There is a graduate librarian for the library. A clerk has also been appointed during the year under review. Its management is vested with a Committee consisting of 3 Professors of the teaching staff. A recurring grant of Rs.5000/- is allotted every year for the purpose of books and journals. The total number of books and journals standing on the library catalogue on 31-3-1952 was 3594 and 75 respectively. A double storied building for the library—cum-museum is nearing completion.

Facilities for education of students displaced from Pakistan :—

Students displaced from Pakistan and rehabilitated in the State of Orissa are eligible for admission provided they possess the minimum educational qualification. One student was admitted to the 1st year class during the year. The total

number of displaced students reading in the college was 4 of whom 3 received stipends @ Rs. 60/- p. m. each. The amount spent on this head was Rs. 1134/-.

Gopabandhu Ayurvedic College :— The Gopabandhu Ayurvedic Institute, Puri started functioning from July, 1949. The courses of training here comprises the study of Ayurved supplemented by the modern science. At present the teaching runs on bilateral basis.

Scholars :— The number of scholars on roll on 31-3-52 was 71 against 48 last year.

Madhusudan Law College :— The control and admission of this college which were previously done by the Education Department were transferred to the Utkal University in the year, 1949-50. But classes are now being held as usual in the Ravenshaw College buildings as the law college has no separate building of its own.

The total strength of the college was 521 against 479 last year. The number of teaching staff is 9. Out of 141 candidates (including one girl) that appeared at the examination in law Part II only 88 candidates including one girl came out successful.

The following Statement gives the number and kind of vocational classes attached to different secondary schools during the year, 1951-52.

	No	Subjects taught				
		Agri-culture	Music	Spinn- ing.	Tail- oring	Carpen- try.
Middle Schools with vocational classes.	15	3	—	5	4	7
<i>N. B.</i> More than one subject is taught in some Middle Schools.						
High Schools with Vocational classes.	30	20	1	—	2	7

Commercial Schools :— The Government Commercial class attached to the Radhanath Training College, Cuttack imparted instruction in short-hand, Typewriting, Book-Keeping and Drafting. There were 28 students (including two girls) on the roll on the 31st March, 1952 against 38 in the previous year. It had 2 teachers on the staff. The total expenditure incurred during the year under report amounted Rs. 4004/- of which Rs. 2579/- met from fees.

CHAPTER IX

SOCIAL EDUCATION.

The Adult (Social) Education Scheme launched in the year, 1949 at the instance of the Union Government continued to operate this year under review. As no aid was forthcoming this year from the Union Government, the entire scheme of Adult (social) Education was carried into execution with a meagre financial help of Rs. 72,857/- by the State Government. As a result of this, the scheme was further revised. As a measure of partial reduction of the scheme the number of supervisory staff and the adult education centres were also reduced. In view of the financial stringency of the Government and principles of retrenchment thus adopted 2 District Organisers, 2 attenders, 2 peons and one operator of the audio-visual education were retrenched. There were as many as 240 managed and 120 voluntary centres running last year, and this year the number of such centres was reduced to 160 and 24 respectively. Number of adult illiterates enrolled in the year in both the managed and voluntary centres was 16,435 of whom, 12,522 were made literate.

Under this reduced scheme each managed centre was paid a monthly grant of Rs. 6/- towards the cost of Kerosini Oil and Rs. 3/- towards centre contingencies. One Oriya weekly was also supplied to each centre for imparting informative and cultural education and for acquainting the newly made literates with the important occurrences and day to day topics of the country. The works of all the adult education centres managed by Government were carried on by the teachers of High/Middle and Primary schools who once received training in adult education in the year 1949. They received remuneration at the usual rate of Rs.1/- per adult illiterate made literate and the volunteers received remuneration at the rate of Rs.3/- per adult made literate. Each trained teacher in charge of an Adult

Education Centre managed by Government was instructed to continue work of his centre in a particular village where the school exists and the surrounding villages in the vicinity where good many adult illiterates are available. If latter on by the above method many people are made literate and there is no need to continue the work according to the above plan then from that centre the work will be transferred to another new centre. During this period attempts were made to impart education to the adults in perfect harmony with the lines suggested in the syllabus, for Social Education. The main object of adult (social) education is to let all illiterates understand the value of education in these days of National reconstruction. Special attention for broadening the out-look of the adult illiterates was paid and utmost care was taken to increase the scope of their general knowledge.

Three audio-visual education officers were stationed at Cuttack, Berhampur and Bolangir. These officers exhibited certain useful Educational films in different Educational Institutions of the State. Healthy and improved atmosphere of culture could be created in our villages through the spread of adult (Social) education for which financial aid and sincere efforts of the people engaged in Adult (Social) Education will be greatly needed.

CHAPTER X

I. PREPRIMARY EDUCATION

There were no nursery schools in the State and the 3 kindergarten classes formed a part of Anglo-Indian and European schools. The number of pupils reading in such classes on the 31st March, 1952 was 537 (boys and girls) as against 157 (82 boys and 75 girls) last year. There were two kindergarten classes attached to the Stewart high school and St. Joseph's Convent school at Cuttack. In those classes hand work was done which included modelling in plastic and clay, raffia, card board and paper work and students liked singing, dancing and procession band of those classes.

The kindergarten classes are divided into two main sections i. e., upper and lower and each subject is divided into sections according to ability of the students.

Marks are awarded fortnightly and progress reports are submitted on that basis. The children are arranged on the basis of senior or junior schools in houses and compete for a sum awarded annually. Every attention is paid towards proper discipline and personal cleanliness.

Infant classes forms a part of Primary and Middle schools for Indians. The number of pupils reading in such classes was 185431 (1,39,582 boys and 45,899 girls) as against 1 70,317 (1,25, 325 boys and 45,062 girls).

II. Aesthetic Education : — Aesthetic Education is imparted in some form or other in almost all the institutions of the State and drawing, Handicrafts, Music, Dancing are encouraged.

Arts :— Drawing is taught as a compulsory subject in all schools. It is prescribed for the Matriculation Examination as

an optional subject and for the training school examination as a compulsory one. Attention is paid to painting in some girls' schools.

As there is no recognised institution for Art in the State, candidates from Orissa are sent to other states and Government scholarships are awarded for the purpose.

Craft :— There is no separate school for the teaching of craft in the State. Weaving, Spinning, Carpentry, Cane and leather work and carpet making are taught in technical and industrial schools controlled by the Director of Industries. There is provision for manual training in some high and training schools. Manual training is prescribed as an optional subject for the Matriculation and Teachers' Certificate Examinations. In many secondary schools handicrafts form a special subject under extra curricular activities. Needle work was taught in all Secondary Girls' Schools and clay modelling, paper work, mat weaving, fan, rope and garland making etc. were done in most of the Primary schools for boys and girls. Handwork forms a compulsory subject for the Elementary Training School Examinations for men and women and needle work and clay modelling for the Elementary Training School Examination for women. Exhibits of hand work were arranged in annual functions for gaining public co-operation and appreciation.

Music :— The Sangit Bidyalaya at Cuttack with a fluctuating population continued to impart instruction in Music to girls. It received grant from Government. The Gandhiji Sangit Kalamandir at Boirani in the district of Ganjam taught Hindusthani Music to boys and girls. It received grant during the year.

Dancing :— Bratachari and other forms of dances were encouraged in some schools in the State. In all the Government Secondary schools for Girls' dancing was encouraged by holding

special classes under a teacher appointed for the purpose. It is also encouraged as an extra curricular activity in all Girls' schools in the State. Dramatic performances were staged in most of the high and middle schools. To encourage the indigenous Chhau Dance of Orissa the Chhau Dance party of Mayurbhanj received a Government grant during the year.

III. Education of the Handicapped:—The all Orissa Deaf and Dumb School at Cuttack is the only institution of its kind in the State. Boys and girls between the ages of 6 and 16 are admitted into the school irrespective of their caste and creed.

The course of study covers a period of 5 years (primary 2 and advanced course 3). Lip reading, articulation, arithmetic and writing form the main features of instruction in primary stage and in the advanced stage vocational training is given in addition.

The school received from Government a grant of Rs. 900/- as against Rs. 900/- in the previous year. Stipends are also sanctioned by Government to the deserving deaf and dumb boys.

The following table indicates the statistical information regarding the education of physically and mentally handicapped children of the State.

Schools for blind	Schools for the deaf and dumb.	Schools for the mentally retarded children.
No. Enrolment.	No. Enrolment.	No. Enrolment.
— —	1 9	— —

IV. Education of the Scheduled castes and other Backward Communities .

The population of the scheduled castes in the States constitutes about 35 percent of the total population.

The following table gives comparative strength of the children belonging to scheduled castes and other backward communities.

	1950-51		1951-52	
	No. of Scholars.		No. of Scholars.	
	Boys.	Girls.	Boys.	Girls.
Arts and Science College.	131	2	137	—
High Schools	3055	150	3321	81
Middle Schools	5577	392	5819	388
Junior Basic Schools	1563	263	1684	433
Primary schools	72338	13072	88100	15314
Training Schools	65	10	47	13
Industrial Schools	33	2	54	4
Schools for dancing	7	—	11	—
Schools for Arts & Crafts.	12	7	7	5
Other institutions	14327	805	16600	1245

Owing to special facilities provided for encouragement of Education among such pupils viz exemption of tuition fees, reservation of scholarships stipends and free-supply of books and slates there was an abnormal increase of the number of scheduled caste and backward class students during the year under report.

The total expenditure on institutions specially meant for the education of scheduled caste and other backward communities for the year, 1951-52 was Rs. 18,30,609 of which Rs. 5,40,374 was spent on primary schools, Rs. 38,665 on Junior Basic Schools, Rs. 88,455 on Middle schools, Rs. 95,425 on high schools, Rs. 36,607 on Industrial schools and Rs. 10,31,083 on Ashram and Sevashram Schools.

Besides an amount of Rs. 1,05,400 was spent on scholarships, lump grants and stipends in colleges for general education Rs. 47,149 in professional colleges, Rs. 4,752 in colleges for special education Rs. 3,18,875 in Secondary Schools, Rs. 31,241 in Primary schools during the year under review.

V. Education of girls and women :— There was a steady progress in the field of female education in all stages of instruction during the year under report. The increasing desire and persistent demand for higher education of women was a welcome sign for the future. The control and inspection of girls' High schools are vested with the Inspectress of schools, Orissa and that of Middle and Primary schools with the District and Deputy Inspectress of Schools.

The number of girls seeking higher education continued to rise. There were 10445 girls in Secondary schools and 403 at the University stage as against 9121 and 383 respectively during the previous year.

There were one degree college, 9 high school, 35 Middle schools, 224 primary schools, 4 elementary training schools. Different kinds of Educational concession were given to girls for the spread of female education continued during the year under report.

Physical Education:— Out of 9 first grade colleges, 7 have got full time trained instructors plus one in the Medical College. Out of 190 high schools in the State 28 schools have got full time trained instructors.

In order to equip the remaining schools with trained hands, a 3 year plan has been drawn up so that 60 teachers may be trained every year on a short term course of 3 months to be organised at Cuttack by the Department.

Though a definite plan of programme was drawn up for the High Schools two years ago, not such progress has yet

been made. In about 70% of the schools Physical Education classes are merely periods of supervised drill classes with much effort at progressive work. 85% of the entire student body participate in organised out-door activities as Foot-ball, Volley-Ball, Hockey etc where as another 25% join in non-organised activities. Inter High School activities have developed during the last 3 years and 5 district out of 13 districts have well organised District. Inter High School Athletic Association, another feature of high school programme during the year under report is wide use of intramural activities. About 25% of the schools have introduced intramural activities this year. Progress chart is maintained and points awarded.

Boys' Scouts and Girls' Guides:— There are 52 scout troops and 22 cub packs in the whole state giving a total of 1840 scouts and 543 cubs. There were as many as 68 scout masters and 28 cub-masters. 2 rallies were held at Cuttack during the year under report. For want of funds scout activities could not be carried on more satisfactorily.

All most all the girls' schools of Orissa encouraged girl guide and blue-bird movement in their schools.

The provincial Girl Guide Association received an annual grant of Rs. 500/- from the Government and their money is utilised for conducting training classes for the guiders, rally etc.

VIII. W. T. C. and National Cadet Corps:— It is gratifying to note that much progress has been made both in senior and junior division units in Orissa, during the year under report. The Baripada company of the 1st Battalion which started functioning since September, 1950 has cadet on the rolls. The Medical company of the Sriram Chandra Bhanj Medical College has also functioning with the full sanctioned strength.

The present strength of the Senior Division is 670 as against 850 that of the Junior Division is 1528 as against

1914. None of the College is maintaining the authorised strength.

During the period under report 8 officers for Senior division and 7 for Junior division were deputed to undergo pre-commission training. Out of whom 4 of the senior division and 7 junior division officers were granted commissions.

During the year under report the Medical Units held their annual training camp at Lucknow. The 1st and 2nd Orissa Battalion held their camps at Tulsipur and Khallikote respectively. Only 173 out of 31 cadets attended the Khallikote camp and 190 out of 635 cadets attended the camp held at Tulsipur.

IX. Extra curricular activities :— Red Cross activities were successfully carried on in most of the M. E. Schools, High Schools and Colleges. The groups were found enthusiastic at social and humanitarian work and maintained discipline at functions organised by the institutions or departments. The Red Cross week was celebrated by them. In a few school and colleges St. John Ambulance Associations have been started and are functioning.

X. School Meals :— There was no arrangement for school meals in primary schools. A few secondary schools arranged to supply light refreshments to students during recess the expenditure being met by pupils themselves.

In some Basic Schools a portion of the Garden produce is utilised in supplying mid-day refreshment to school children.

XI. School Medical Service:— During the year under report the school Medical officer visited 44 High schools. Out of the 5745 cases examined by him 3711 were found defective. The defective pupils were recommended for necessary treatment. The total number of old defective students was 730 and 58 percent of them were found to have been benefited by treatment.

XII. Libraries :— The number of village libraries is increasing and rural population is interested in it.

Government were given grants to as many as 160 libraries and no reading rooms during the year under review. They are all public libraries.

Government paid Rs. 11,000/- to these libraries during the year under report for purchase of new papers. The public and village libraries were given grants on fulfilment of certain conditions imposed by the Government.

XIII. Facilities for education of refugee students:—Schools were opened in refugee camps and rehabilitation centres for the benefit of children of displaced persons.

XIV. Indian students abroad :— Six students were deputed for higher studies in foreign countries. 5 were deputed to U.S.A. and 1 to United Kingdom. The total expenses of one candidate was borne by the State Government and expenses of other 5 were met by other foreign bodies.

CHAPTER XI

A CRITICAL REVIEW OF THE EDUCATIONAL TENDENCIES AND DEVELOPMENT.

The year under report passed under great financial difficulties for which the schemes of education had to undergo through overhawling. In the middle of the year under review acute financial conditions led to temporary cuts in the current schemes of the year and the post development schemes particularly faced with set-back on that account. Because of the fact developments in education slowed down a little, but this was not marked in many fields of education as will be seen from the resume foating :— In spite of this Basic Education continued to receive favourable attention and expansion in the sphere was more marked than was the case in other fields of education. The newness of the principles involved in Basic Education attracted public attention and to give it a better position and status the department of Basic Education was put in a permanent footing. This infused better confidence in the minds of the workers working in the fields for a pretty long time. To do away with the distinction between the existing system of primary education and Basic education Government have taken steps to change the traditional atmosphere of existing primary schools so as to bring it on a par with the Basic Education. For that purpose increased attention was paid to manual work, garden work, safai work, observance of ceremonies and festivals and the leading of a healthy social life in the existing primary schools. Further, the Government were considering a scheme under which all primary schools will gradually have financial aid to adopt the basic features particularly in respect of introduction of weaving or any other craft work.

Because of this increased interest which the Government have shown for Basic Education, it has become necessary to

have a suitable training centre where people are required to be trained on Basic Training lines, which that in view it has been proped to start a Basic Training College. The department of Adult (social) Education was functioning with a less number of centres than was the case a year previous to this year under report. The reason for this contraction was non-availability of funds both from the centre as well as from the State revenues. But there has been a better reorientation of the whole principle as this year voluntary organisations and agencies were co-operating with the department with greater interest and zeal than was the case in 1949-50, when the Government opened most of the centres for this type of education and maintained them. If this co-operation from the voluntary sources is strengthened gradually as the years pass on real work can be done through such agencies. Because they are slowly realising that in such social nature of work money and specially state help should not impede the work that they are doing.

Since the different development plans have been taken up by the Government people feel that the need has arisen for changing the literary curriculum of the secondary schools thoroughly and wherever possible help the establishment of technical high schools particularly near about the places where important schemes of national development have been located. Vocational subjects have become increasingly popular in the schools. Voluntary agencies and aided schools have taken a lead in the matter with generous Government help.

The curriculum of High schools and Middle Schools have undergone a further change because of the increased importance of Rastrabhasa which has now become an examinable subject from classes VI to IX and the University is seriously considering the question of moderating its courses in other Modern language to accommodate Hindusthani in their place. The study

of this federal language is also taken up in the training institutions and has become a regular feature in all institutions of the State except the colleges and technical institutions.

The organisation of Health Education has shown better progress during the year under review. Zonal competitions and Provincial competitions were organised. A large number of students had the taste of camp life under the N. C. C. Training scheme. This scheme which was previously not very attractive to the students of the schools has now become very popular as can be noted from the fact that there were more units both in the junior and senior branches of the N. C. C. Students going to the N. C. C. have developed better disciplined way of thinking and doing and they look more smart and alert. Gradually facilities are being offered to private institutions to organise their units in the schools where the work of the N. C. C. as in the previous years was mostly confined to the Government institutions.

The movement of Grow More Food helped the schools for increasing garden work. Many Schools now boast of lovely green patches where flowers and fruits are now grown. Dances, dramatisation, decorations and hand drawings are becoming more popular in the schools and students take lively interest in such activities. This tendency in the minds of the student is just in a nascent stage and the appreciation of what is beautiful and good is gradually dawning upon the minds of the boys.

The attitude towards life in the schools have not been nearly confined to the aesthetic aspects of things only, the recent school and college boys are equally materialistic. The number of students admitted to the Law College, Medical College, the Engineering school and other technical institutions outside the State indicate clearly that the recent changes in the social structure has not come unnoticed both by the parents and the students. Hence there is an insistent demand from all sides on

the department to provide increased facilities for technical and scientific education. Higher research facilities and technical facilities are now made available to the deserving few of the State.

The importance in the Education of Adibasis, schedule castes and other Backward tribes increased during the year and inspite of serious financial crisis this aspect of educational progress somehow gathered momentum. Increased grants in the shape of scholarships and stipends were offered to the people of this category and to make their education real and which is not separate from their environment and tradition, more Sevaramas and Asram schools were opened. The tribes of forest began to lead healthy social life in the schools where they found opportunities to unique with newness of the modern civilisation, but depending on their own ways of life for all thoughts and actions. The purpose of the schools was to make them aware of certain things and to leave them thereto adopt any new things they like and there is no question of any imposition on their moral being from outside. This is a new experiment which is the progress and encouraging report suggest that the activity curriculum of such schools are doing real good to them.

The other experiment which was carried on during the year in the Basic Education Scheme was the training of officers. They were sent to different camps and were kept there for a month and took part in all kinds of activities of Basic School life. Discussions, debates, communal meals and observation of Basic School teaching are some of the aspects of this training. This reorientation was necessary as the officers doing work in other fields of education required acquainttance with the Basic Scheme of work because the Government have decided already to convert all primary schools into Basic ones. To further the interest of Basic Education another development took place. The purpose of which was to let the people understand the meaning of Basic

Education. Mobile vans and squads were organised in selected areas. The squad through debates, discussions, lectures and showing films on social work and propaganda tried to convey to the people the meaning of Basic Education.

In spite of the fact that there were difficulties in obtaining funds education in its various aspects was not retarded and progress was uniform and continuous. There could have been better results had not the ex-State areas demanded a larger portion of educational expenditure for bringing it gradually to the standard of the old areas of the State. The Department is trying since the independence to counteract a move on the part of the people that everything should be maintained and financed by Government. As a result donations and other sources through which education can be expanded has gradually dried up. This lack of cooperation from the public and it is hoped will gradually die out but for the present additional responsibilities are thrust on the Government which in the existing circumstances rather brings in a disappointing feature in the field of Education.
