

**GOVERNMENT OF ORISSA**



**EDUCATIONAL DEVELOPMENT  
IN  
ORISSA**



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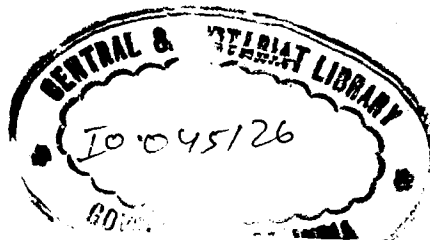
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## EDUCATIONAL DEVELOPMENT IN ORISSA

### 1. GENERAL INFORMATION

The province of Orissa first came into being in 1936. For the next ten years, it had only six districts - Cuttack, Puri, Balasore, Sambalpur, Ganjam and Koraput. After the merger of the feudatory States in <sup>1948 and 1949</sup> ~~1947~~, new areas were added increasing the number of districts to thirteen, the seven new districts being Phulbani, Dhenkanal, Sundargarh, Bolangir, Mayurbhanj, Kalahandi and Keonjhar. The State has an area of 60,162 sq. miles and a population of 1,75,65,645 (1961 census). Of these, the Hindus are 97.7%, the Muslim 1.2% and the Christian 1.0%.

Geographically, Orissa has two very *distinct* regions (i) a belt of nearly flat country, 20 to 50 miles in breadth, extending along the coast of the Bay of Bengal, and (ii) an undulating area broken by ranges of hills, in the interior (a portion of the Deccan Plateau). The State has rich mineral resources and a net-work of rivers of which the Mahanadi, the Baitarani and the Brahmani are the biggest. The climate is temperate.

The State has a number of handicaps which impede educational progress. Orissa is the least urbanised State in India and about 94% of its population live in villages which number nearly 50,000. The State is predominantly agricultural and the conditions of life in the remotest villages are very primitive and far from satisfactory. Secondly, the number of persons

belonging to scheduled tribes and scheduled castes is very large - it stood at 42,23,757 (24.07%) and 27,63,858 (15.74%) respectively in 1961. The number and the backwardness of these classes have been a real impediment to the progress of education. Besides, social life is also under-developed. Child marriages ~~are~~<sup>were</sup> quite common, although the custom is gradually dying out. ~~The~~ prejudice against the education of girls is still strong and untouchability also has not been completely banished. Lastly, Orissa is the poorest State in India, the per capita income in 1961 was Rs.237/- only as against Rs.312/- for India as a whole. It is owing to these handicaps that Orissa has remained educationally backward.

However, things have been changing rapidly since 1947. Cottage industries are being developed. A few big factories have recently been started at Joda, Rourkela, Hirakud, Brajarajnagar, Rairangpur and Rayagada. The Hirakud Dam has been completed and the one at Balimela is going to be completed soon. The Steel Plant at Rourkela has started production and there is likelihood of another Steel Plant in the State. Fishing is becoming an important industry in the costal areas. The construction of a port at Paradeep has been taken up during the third plan period. As successive plans develop, the economy and the social conditions of the State would improve and the spread of education gain in momentum.

The Principal language in the State is Oriya which is spoken by about 32 per cent of the people. Tribal dialects are spoken by 12.6 per cent (mostly by the hill tribes). Telgu, Hindi, Urdu and Bengali are the other languages spoken by small but significant minorities.

## 2. EDUCATION PRIOR TO 1947

In the 2nd century B.C., Orissa was well known for Jaina Culture under the great king Kharavela who took personal interest in Education. This high tradition continued till the seventh century A.D. as testified by the famous Chinese traveller, Yuang Chang. After Orissa lost her freedom in 1560, political disunity and successive invasions made it a battle ~~field~~<sup>ground</sup> of Maratha and Muslim armies and education and culture suffered heavily. By the beginning of the nineteenth century, the situation had worsened to such an extent that famous historians like Sterling and Hunter found no school worth the name in Orissa and in the Bengal District Gazetteer of Puri, Orissa was described as Boeotia of India.

The first modern school in Orissa was started by the missionaries in 1820. The first college was started at Cuttack in 1876. Compulsory primary education was enforced in a limited area in the wake of Bihar and West Bengal Primary Education act of 1921. The first training college was started in 1923-24. However, the overall progress of education was very slow and halting. In 1936-37 when Orissa became a separate province, it had 5 colleges (three intermediate colleges, 1 training college and 1 degree college), 32 high schools (both aided and unaided), 122 middle English Schools (both aided and unaided) and 47 elementary schools (up to class VII) and M.E.Schools. In 1943 was established the Utkal University. All sectors of education from that year began to make faster progress than in the past. But on account of the paucity of finances and the social and other difficulties referred to earlier, the overall position continued to be far from satisfactory. On the eve of

independence, the percentage of children of the age group 6-11 who were enrolled in schools was only 16 and the position of secondary and university education was even worse. There was only one engineering school, one medical college, one college for women. The integration of the erstwhile princely states made this picture darker because these were even more backward in education than the original districts of Orissa and had a much larger tribal population.

The only silver lining in this gloomy picture was the work of a few individuals who strove tirelessly to improve the educational lot of Orissa. Among these pinoneers, mention must be made of Utkalamani Gopabardhu Das, the famous Congress Leader of Orissa, and the late Sri M.S.Das. While the latter drew the attention of the people to the significance of women's education and technical and vocational education, the former started an experimental school at Sakhigopal (Puri). Sakhigopal High School attracted much notice by virtue of its emphasis on character development and the devotion and competence of its teachers. The school has produced a number of important persons who have left their mark on the cultural ~~and~~ history of Orissa.

### 3. PRIMARY EDUCATION

The period following Independence has seen unprecedented expansion of Education at the Primary level. In 1947-48, there were in all 6,814 primary schools with an enrolment of 3,69,387 children and 16,529 teachers. By 1960-61 these figures increased respectively to 21,856, 14,10,860 and 37,325. The total direct expenditure during the same period rose from Rs.54.4 lakhs in 1949-50 to 181.2 lakhs in 1960-61. The per capita cost of primary



education increased from Rs.12.3 to Rs.14.3. During the Third Plan Period, all out efforts were taken to increase the enrolment of students at this stage. In order that educational facilities may be available for all the children of this State in the age group 6-11, a survey for location of primary schools was conducted during 1957. According to this survey a primary school was recommended for location within an area of one mile radius. Although Government of India have been insisting on the appointment of primary school teachers according to the pupil-teacher ratio of 40:1, on account of relative backwardness of this State, the requirement of primary school teachers in this State is being worked out on the ratio of 35:1. The original target for the enrolment of students at the end of the Third Plan Period was 21.12 lakhs and the target for the appointment of primary school teachers during this plan period was 16,000 additional teachers. But on account of the curtailment in the appointment of the full quota of teachers on account of National Emergency and in view of the short fall in the enrolment of girl students, the target for the enrolment of students at the end of the third plan period is estimated to be 19.25 lakhs and the target for the appointment of additional teachers during this plan period is 12,600. The number of new primary schools proposed to be opened during this plan period according to the survey conducted during 1957 is 300. Hence at the end of 1965-66, there would be 24,856 primary schools with 19.25 lakhs of students and 49,625 primary school teachers. This enrolment would constitute 75% of the population in the age group 6-11 according to the projected population at the end of the 3rd plan.

During the Fourth Plan Period, the main task would be to bring in girl students in large number. Although the opening of primary schools during the third plan period would completely cover the report of the survey conducted in 1947, there are still certain villages in the scattered areas of this State in which facilities for primary education are not readily available. It is therefore decided to conduct another survey during 1965-68 and it is anticipated that about 2000 more primary schools may be necessary during the Fourth Plan Period. The requirement of Primary School teachers during the Third Plan Period is being calculated on the basis of the pupil-teacher ratio 35:1. Since the enrolment of students is expected to improve during the Fourth Plan Period, the requirement of teachers will be calculated on an increased pupil-teacher ratio. The target for enrolment of students at the end of 1970-71 is 26.25 lakhs. This would be possible with 67,000 primary school teachers and 27,000 primary schools. The enrolment of students at the end of the Fourth Plan Period would thus constitute 90% of the population in the age group 6-11 years on the basis of the projected population at the end of this plan period.

Until 1958, the Primary Schools in Orissa consisted of six classes, one pre-primary (Infant) and five primary. In 1958, it was decided to drop the pre-primary class thus reducing the number of primary classes to five. In the same year, a common course of studies was introduced in all primary schools. The present curriculum is considered to be nearly adequate. The programme of conversion of primary schools into Basic Pattern has been slowed down for want of funds. Once in 1952-53 and again in 1956-57 attempts were made to introduce craft in primary schools

by giving a flat-rate grant-in-aid of Rs.25 per school, but it could not be implemented successfully. In present financial circumstances it is not possible to take up this problem.

The salary scales of primary teachers were rather low before 1947. In 1947 they were revised, but another revision was effected from 1.3.1961 due to increase in the cost of living. The followings are <sup>at</sup> present the scales of pay for primary teachers of different categories.

In Government Schools

<u>Qualification</u>	<u>Present scale of pay</u>
1. U.P./Lower Elementary Training	Rs.65-85 + D.A. Rs. 25/-
2. M.E./Higher Elementary Training (Men) M.E./Sec. Training M.V. IXth standard (women)	Rs.70-95 + D.A. Rs. 25/-
3. Matric Trained	Rs.100-155 + D.A. Rs. 25/-

In non-Govt. Schools

1. U.P./Lower Elementary Training or Untrained M.E.	Rs.60/- (fixed)
2. M.E./Higher E.T. or 9th standard untrained	Rs.70-85
3. 9th Standard trained teacher	Rs.75-90
4. Matric Untrained	Rs.80-125
5. Matric trained	Rs.100-150

Teachers in the Government schools enjoy pensionary benefits and facilities of leave and General Provident Fund. Non-Government teachers are entitled to the contributory Provident Fund. During 1961-62, the control of all the primary schools was transferred to the Zilla Parishads and Panchayats Samities under Orissa Zilla <sup>parishad</sup> Act. Since then, the scales of pay of all the primary school teachers have been made uniform except in the case of those

teachers who were in service in Government Schools on the date of transfer i.e. 1.9.61. Very recently the State Government have decided to extend to all the primary school teachers terminal benefits.

#### Training of Teachers

The intake capacity of the training institutions was greatly increased during the second and the third plan period. At the end of the Second Plan Period, there were 80 Elementary Training Institutions with intake capacity 2925 in these institutions. During the Third Plan Period, the intake capacity will be increased by 800 in 40 Elementary training schools so that the intake capacity in the existing training schools will be increased from 2925 seats at the end of the Second Plan Period to 3725. Further the problem of the large number of untrained primary school teachers was proposed to be solved on an emergency basis by the opening of 45 centres of condensed course training with 40 seats in each centre. Since there is still a huge back log of untrained teachers serving in primary schools and Government of India desire that the entire back log of untrained teachers should be cleared by the end of the Fourth Plan Period, it is proposed to increase the intake capacity in the existing training schools by 500 during 1965-66 as a measure of advance action for the Fourth Plan Period.

During the Fourth Plan period it is proposed to increase the intake capacity of the existing Elementary Training Schools further by 500 besides the opening of 45 more condensed course training centres to clear the entire back log of untrained primary school teachers during that plan period.

The extent of wastage in primary schools continues

to be large, although there was a tendency for reduction in its size during the last decade. The main reasons for this reduction in the wastage is due to provision of better supervision, mid-day meals in selected blocks, and appointment of 'school-mothers' in boys primary schools ~~where~~ <sup>where</sup> at least 15 girls read. A research study into the extent and causes of wastage and stagnation has been taken up by the University Statistics branch and it is in progress.

On the recommendation of the Government of India, the State Government decided to nationalise the text books at primary school stage during the third plan period. Accordingly the State Government constituted the Board of Primary Education to advise in the matters of preparation and publication of suitable text books at primary stage. During the Third Plan Period, a separate press for primary text books was established in this State and the printing of a number of text books for the primary classes was taken up. By 1964-65 10 books have been nationalised for classes I, II and III and only English Primers for classes IV and V of Primary Schools. During 1965-66, the remaining books at this stage have been nationalised.

#### 4. BASIC EDUCATION

In 1950-51, there were 137 basic institutions in the State with 9,751 pupils and 366 teachers. In 1960-61, their number stood at 387 (including 3 post-basic and 23 senior basic schools) with 35,681 pupils and 1,157 teachers. The rate of conversion of primary schools into basic schools has been very slow, mainly due to finance (the per capita cost in basic schools is very much higher than that of primary schools). At present students passing out of basic

schools are being admitted in the corresponding classes of Secondary Schools without any difficulty.

In 1958, the Board of Secondary Education in Orissa decided to treat the Post-Basic Schools as equivalent to Higher Secondary Schools. This has served to bridge the gulf between the Basic and non-Basic Schools to some extent.

Previously there was no provision for the teaching of English in the Senior Basic Schools. The same has been introduced in the year 1956-57 as an optional subject. The position was reviewed and from 1958, English is being taught in the same manner as in non-Basic Secondary Schools.

'Methods of teaching English' has been added to the syllabus on methodology in the curriculum of the Basic Training Schools with effect from 1959-60.

##### 5. SECONDARY EDUCATION

The progress of Secondary Education in Orissa was far from satisfactory till about the end of World War II. The establishment of the Utkal University in 1943 increased the supply of graduates and thereby gave a fillip to the progress of secondary education. Within a few years, more and more qualified teachers began to be available for secondary schools.

In 1947-48 the State had 106 High, and 286 Middle Schools with 1381 teachers and 61,136 students and the Government incurred an expenditure of Rs.24.89 lakhs. By 1960-61, the number of High Schools increased to 452 including 5 senior Basic and 2 Post Basic Schools and that of Middle Schools to 1242 including 25 Senior Basic Schools ( with 1,95,545 students and 10,165 teachers) and the Government incurred an expenditure of Rs.138.84 lakhs. The expansion has obviously been remarkable and has

contributed to the equalisation of educational opportunities. This tempo of expansion continued during third plan period. It is estimated that the number of high schools will be about 1000 and the number of Middle Schools will be about 3000 by the end of the Third Plan Period. The number of students at these two stages by the end of the Third Plan Period is estimated to be 1.20 lakhs and 2.64 lakhs respectively. This is expected to be achieved by a two fold process, by opening of new schools and by increasing the average enrolment in schools. The State Government is inclined to prefer the second alternative for financial reasons.

During the Third Plan Period, most of the high schools and Middle Schools are being opened through private enterprises. As this enthusiasm for the opening of schools is not forthcoming in the backward districts of the State, it is proposed to start high schools and middle schools through public sector during the Fourth Plan Period in such areas besides encouraging the opening of additional sections in the existing high schools and middle schools in the advanced districts of the State. By this process, it is estimated that during the Fourth Plan Period 1000 new high schools and 2000 more Middle Schools would be necessary in this State so that educational opportunities for every student desirous of continuing his/her higher education will be available. The anticipated enrolment of students by the end of the Fourth Plan Period is proposed to be more than the double the enrolment at the end of the third plan period. The number of high schools is estimated to be about 2000 and the number of middle schools about 5000 at the end of the Fourth Plan Period.

The growth of facilities for the training of Secondary teachers has not unfortunately kept pace with the expansion of schools at this stage so that there has been an increase in the number of untrained teachers. In 1947-48, there were only 700 untrained teachers, but this number increased to 6165 in 1960-61. During the Third Plan Period, ~~and~~ although the training facilities were increased, this increase could not be in proportion to the large number of untrained teachers who had to be appointed in the large number of high schools and M.E. Schools opened during this plan period. As such it is visualised that the percentage of untrained teachers at this stage (M.E. and High) at the end of the 3rd Plan Period would be 42.

In order that this huge back-log of untrained teachers may be reduced to a large extent during the Fourth Plan Period, it has been proposed to increase the seats in the existing Secondary Training Schools and in the Training Colleges further besides the opening of new training institutions during this Plan Period.

The intake capacity at the end of the 2nd Plan Period in the two training colleges of the State was 200 and this was proposed to be increased to 440 by the end of the Third Plan Period. But on account of certain difficulties, it could be possible to increase the intake capacity by only 160 by increasing the intake capacity in one of the existing training colleges, from 80 to 120 and by the starting of one more training college with 120 intake capacity in that college. During the Fourth Plan Period, it is proposed to start one more training College with intake capacity 200 in that College and further increase the intake capacity in each of the existing colleges from 120 to 200 in each of the colleges. It is



estimated that by implementing these schemes, the intake capacity in the four training colleges would be 800. It is also proposed to increase the intake of the Secondary Training Schools from 220 at the end of the 2nd Plan to 430 at the end of the Third Plan Period. The Programme at the commencement of the Third Plan Period was to increase the intake capacity of the Secondary Training Schools from 220 to 580. This was proposed to be done by starting 8 Secondary Training Schools during the Third Plan Period. But on account of certain unavoidable difficulties, it was possible to start only 5 Secondary Training Schools during the Third Plan Period. In order that adequate facilities may be available during the Fourth Plan Period, for the huge back-log of untrained teachers, it has been proposed to increase the annual intake of the training schools from 430 to about 1350 in Secondary Training Schools by the end of the Fourth Plan Period. This is proposed to be done by increasing the seats in the existing Secondary Training Schools further, besides starting of 10 more Secondary Training Schools.

Seven High Schools ( including two Multi-purpose Schools) <sup>had</sup> ~~have~~ been upgraded to higher secondary schools during the Second Plan. The pace of conversion was slow, mainly because of the lack of qualified teachers. A scheme for providing condensed course of one year duration to the teachers of Higher Secondary Schools in the Utkal University was implemented for one year during the Third Plan Period. But since the Higher Secondary Pattern could not attract the good students of the State and it was noticed that the strength of the students in the top classes of the existing higher secondary schools began to decrease every year, the State Government decided to give up this Scheme. It was further decided that those of the

high schools in which the higher secondary pattern has been in vogue, should be brought back to high school status.

During the Fourth Plan Period, there is no programme to revive this scheme in this State.

Text Books used in the State are generally published by private publishers. The Board of Secondary Education has, however, undertaken the publication of text books in English, M.I.L. (Oriya) and Sanskrit for the High School classes. The structural pattern of teaching English has been introduced at the initial stage and in collaboration with the British Council, a hand book for the use of teachers of English at these stages has also been prepared by the Board of Secondary Education. The Board has also started an Examination Research Bureau with a view to evaluation and reforming the present system of examination. A Vocational Guidance Bureau has been set up and attached to the Radhanath Training College, Cuttack. It has been supplying occupation and educational information to schools and has organised career conferences in a number of high schools.

The courses of studies for the High School Certificate Examination have been framed on the all-India pattern, the idea being to make the secondary stage truly terminal. It seems, however, that parents are determined not to regard the High School Certificate Examination as terminal. Every attempt is being made to see that their wards go in for higher education, it is only when a student fails to command the necessary funds, that his education is terminated. It must be mentioned that the situation in Orissa is some what different from that in other parts of the country. Because of the low number of students at the collegiate level, the need to restrict admissions to colleges has not arisen in this State as yet.

To improve the efficiency of management and teaching of aided schools the Government took over 79 such schools as full-deficit aided schools during 1958-59 and 1959-60 and up to the year 1963-64 the number of such schools has come up to 141.

## 6. UNIVERSITY EDUCATION

When the new State of Orissa was formed in 1936 there were only five colleges in the State ( the Ravenshaw College, three Intermediate Colleges and one Teachers' Training College) and the State had no University of its own. It was only after the establishment of the Utkal University in 1943, that higher education began to expand slowly in the beginning but rapidly after independence. In 1947-48, there were 11 Arts and Science Colleges and one Medical College affiliated to the University. In 1960-61 this number was 36. The number of students in colleges in 1947-48 was 3,885 out of which 219 were girls. The figures for 1960-61 were 12,977 boys and 1742 girls. As the main responsibility for producing the trained manpower required for the different developmental projects in the State devolves on the University, it is proposed to increase the collegiate enrolment to 23,000 by the end of the Third Plan. During the Third Plan Period, the original programme was to start 12 more general colleges. But by the end of 1964-65, 26 more general colleges, One Engineering College at Rourkela, one Medical College at Berhampur, one Regional College of Education at Bhubaneswar and one Training College at Sambalpur were started so that the number of colleges in the State at the end of Third Plan Period is estimated to be 55 general colleges and 12 professional colleges.

Since the programme during the Fourth Plan Period will be mostly consolidation of the existing colleges, it is estimated that the existing general colleges would be sufficient to provide facilities for the increased number of students who would be coming forward for higher education. This can be done by increasing the seats suitably.

The Utkal University has made good progress in setting up post graduate departments and professional colleges during the last fifteen years. Post Graduate teaching in History and Physics was started in the Ravenshaw College in 1950-51. The Geology Department (at the degree level only) and the colleges of Agriculture and veterinary Science started functioning in 1954-55. The Basic Training College at Angul was started in 1955. A year later, i.e. in 1956-57 came the College of Engineering at Burla. Post Graduate Departments were also started in Philosophy, Psychology, Anthropology, Statistics, Political Science, Zoology and Geology during the Second Plan Period. A diploma course in Statistics has been instituted and it is proposed to start another in library Science.

The Orissa University of Agriculture and Technology was started in this period also.

Besides the Medical College at Cuttack, two more Medical Colleges were opened in 1959 and 1962 at Burla and Berhampur respectively.

The National Council for Educational Research and Training, Delhi have opened a Regional College of Education at Bhubaneswar in 1962. In the same year a Government Teachers' Training College has been started at Sambalpur

After the foundation of Steel Plant at Rourkela, an Engineering College has been started there.

The Utkal University has been shifted to its new site at Bhubaneswar in 1961-62 and the construction work is well in progress. Post Graduate Departments in History, Political Science, Philosophy, Sanskrit, Statistics, Anthropology, Psychology and Rural Economics have been shifted to the new campus. The Administrative Block, the Arts Block, Hostels to accommodate both men and women students, and the library building are now complete. The construction of the Statistics and Psychology block is progressing well as per the specification of the University Grants Commission. Other post graduate classes are being held in the Ravenshaw College, Cuttack. During the Third Plan, Post-Graduate Classes in certain Arts and Science subjects were started in two other affiliated colleges at Sambalpur and Berhampur.

English continues to be the medium of instruction and examination in Colleges and the University has no intention to change it in the near future. Steps are, however, being taken to write Text Books in regional languages. With the introduction of the three year degree course in 1959-60, University Examinations are now being held at the end of the first and the final year of the course. This has resulted in general toning up of the standard, as the average student is now devoting more time to his studies as before.

There have been incidents of minor student indiscipline during the 22 years of the University existence. In 1951, for instance, students in the Government Colleges went on a strike as a protest against the enhancement of tuition fees. In 1955-56 when the States Reorganisation Commission Report was published, students

again struck work and picketed. Besides these, occasional strikes have also taken place. Recently (in September, 1964) there was a wide spread students' agitation continuing for about 2 months in the State on a very flimsy ground. Several measures have been adopted to combat this evil, one of the most important being to restrict the maximum strength of a college to 1000 students. The main idea is to bring about a close personal contact between teachers and the taught. The measures should go a long way in improving the tone of discipline among University students.

#### 7. TECHNICAL EDUCATION

The responsibility for providing Vocational and Professional Education is shared by a number of departments. The Industries Department controls industrial and technical training, medical education is in charge of the Health Department, Commercial Education is in the hands of the Education Department, higher education in Engineering is controlled by the Utkal University and the Industries Department and the University of Agriculture and Technology is in charge of higher education in Agriculture and Veterinary Science. But the entire initiative for developing and coordinating Vocational and Professional Education in the State lies with the Government.

In 1947-48 there were 21 institutions of Vocational and Professional Education ( 1 Engineering School, 16 Technical and Industrial Schools, 1 Medical College, 1 Medical School and 2 Commercial Schools) and the total number of students studying in them was 1227. These facilities were totally inadequate and, for many years, the State had to recruit its doctors and engineers from outside. The inadequacy became even more pronounced

when projects such as the dam at Hirakud, the Steel Plant at Rourkela, the development of mining belts in the district of Keonjhar, requiring a large number of engineers and technicians were undertaken for execution. The Government has tried to meet this situation in two ways. In the first instance, it tried to reserve seats for the Oriya students in the technical and professional institutions outside Orissa. This method was adopted specially in the case of students wishing to undergo Post Graduate training in subjects for which facilities were not available in the State itself. Secondly, the State has tried to expand its own facilities for Vocational and Professional Education to the utmost extent. A reference, among others, to the establishment of an Agricultural College (Krisna Mahavidyalaya, Bhubaneswar) in 1954-55, a veterinary and animal husbandary college in 1955 and the Engineering College at Burla in 1956 was made earlier. An Ayurvedic College, known as the Gopabandhu Ayurveda Vidyapitha was set up in 1950. It provides for a four year degree course in Ayurveda and Surgery. Two more Medical Colleges have been started at Burla and at Berhampur in 1959 and 1962 respectively. During 1961-62, the State Government started another Engineering College at Rourkela, the industrial belt of Orissa. To enable the Agriculture and Veterinary Colleges to expand, the State Government decided to start a separate University with these two colleges under its control. The Engineering Schools train Overseers and provide for courses in Civil, Electrical and Mechanical branches of Engineering. They also provide a four year diploma course ( inclusive of one year practical training) for matriculates or others having equivalent qualifications. In 1961 the number of

such schools was five, out of which 4 were managed by the Government and 1 by a private body. This is besides the Mining Engineering School at Keonjhar.

A composite Polytechnic was started during the 3rd year of the 3rd five year plan. The number of Industrial Training Institute has gone up to 9 from 7 during the 3rd plan.

With a view to providing diversification of courses at the Secondary stage, two technical high schools were started by the Industries Department during 1964-65. There is proposal for addition of the following types of technical institutions during the 4th plan.

	<u>By the end of 3rd plan</u>		<u>By the end of 4th plan</u>
1. Engineering School	5	-	3
2. Composite Polytechnic	1	-	-
3. Mining School	1	-	-
4. Technical High School	5	-	20
5. Post-Diploma and Engineering	1	-	-
6. Industrial Training Institute	9	-	17
7. Evening Class for Industrial Workers	3	-	6
8. Industrial School, Training-cum-Production Centres	2	-	2 (17 closed down)

The nine industrial training institutes in the State provide training to electricians, draftsmen, surveyors, motor mechanics, plumbers, welders, fitters, turners, black-smiths, carpenters, machinists and moulders. The 21 industrial schools under the Director of Industries provide training in a number of local industries. Prior to 1958, there were four Agricultural Schools. Three of them were converted into schools for training workers under the programme of Community Development.



while the fourth one trains field workers. Besides, there are two commercial schools which admit matriculates 17 schools for art and craft education, besides the Art and Crafts School at Khallikote.

There is a proposal for addition of another 17 industrial training institutes by the end of the 4th plan. As a result of this expansion in vocational and professional education, the State has had a four-fold increase in the facilities available in this Sector since 1947-48. In so far as medicine, veterinary science, agriculture and engineering at the degree level are concerned, the existing institutions are for the first time beginning to meet a major portion of the State's requirement.

During the Third Plan, a Regional College of Engineering was established at Rourkela. This College provides additional seats for Oriya Graduates for higher technical education. There is also need for a College of forestry and for the development of post-graduate teaching in engineering, veterinary, science, agriculture mining, and metallurgy. The starting of an Agricultural University at Bhubaneswar has proved to be an epoch making event, not only for education, but also for the State's agriculture.

#### 8. SOCIAL EDUCATION

Social Education is regarded as an effective means for bringing about a change in the out look of the people and creating a new spirit for action. It creates a sustaining background for development projects and its concomitant activities. Social education was first taken up seriously in 1949 when the Education Department set up 708 adult education centres manned by teachers of

high, middle and primary schools. After the inauguration of the Five Year Plan, the major responsibility for organising programmes of social education was transferred to the Department of Community Development. The supervision of social education in the block areas is done by the District Social Education Organisers. There are 13 such Organisers, one for each district. Upto the year 1960-61 there were 3629 centres for adults. 1,00,235 persons i.e. 85,025 men and 15,210 women were enrolled in these centres. Out of which during the year 1960-61, 60,015 men and 12,312 women were made literate. During the year 1961-62, 85,877 persons i.e. 68,307 men and 17,570 women were enrolled out of which 41,972 men and 9,067 women were made literate. In addition, a number of youth clubs and mahila sanities were organised in the Community Development areas.

While the main responsibility to organise social education in the State is that of the Department of Community Development, the responsibility of coordinating social education programmes as well as of giving technical advice in the field is that of the Department of Education. The Education Department is also responsible for social education in such areas as have not yet been covered by the community development programmes.

The Education Department has a Social Education Officer with a Production Officer ( for literature) and an Audio-Visual Education Officer to assist him. There were initially three District Organisers of Social Education, one in each in the district of Dhenkanal, Mayurbhanj and Puri. Subsequently ten more posts of organisers were created, so that each district could have at least one organiser.

The Education Department has brought out a number of books for neo-literates. These have been distributed to all the adult education centres in the State and are used as follow-up literature. It has prepared an Oriya alphabet chart, a graded series of 'Aloka Pathe' - a primer for neo-literates - and a number of dramas and short stories for adults. Posters, gramophone records short plays and documentary films too have been prepared. An Audio-Visual Education Board for the State was set up during the Second Plan.

An important deficiency in social education has been the lack of adequate library facilities in rural areas. As late as 1952-53, for instance, there were only 585 village libraries. The Education Department is now organising an integrated library service at Angul and encouraging the village library movement through grants-in-aid. This policy has paid rich dividends. By 1958-59 the number of village libraries was 2348 and this number was increased to 3000 in 1960-61 and 3783 in the year 1961-62.

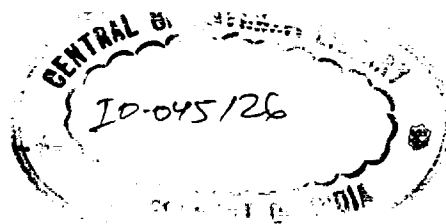
The programme of social education for the Third Plan included: (i) Stepping up of the production of literature for neo-literates; (ii) Opening of 2 mobile village libraries; (iii) the setting up of more village libraries with grants-in-aid from the Government; and (iv) making of about 1,30,000 adults literate in areas not covered by the Community Development Department.

#### 9. GIRLS' EDUCATION

Despite the progress which girls' education in Orissa has made in the post-Independence period, particularly under the three five year plans, much leeway remains to be made up. The task is difficult as

well as challenging. In 1947-48, there was one college, 7 high schools, 21 middle, 192 primary and 4 special schools exclusively for girls. In 1960-61, the institutions for girls included 4 Arts and Science Colleges, one Higher Secondary School, 34 High Schools, 88 Middle and 252 Primary Schools. During the Third Plan Period, special efforts were taken to provide facilities for the education of girls at different stages. The State Government have taken steps for the starting of Girls' High Schools and Girls' M.E.Schools in large numbers in different parts of the State. During this plan period 3 more Women's Colleges, 57 more Girls' High Schools and 194 Girls' M.E.Schools will be opened so that by the end of the Plan there would be 7 Colleges ( Arts and Science) in 6 districts of the State, 92 Girls' High Schools and 282 Girls' M.E. Schools.

Since the main task during the Fourth Plan Period would be to enroll girl students in large number at different stages of education, it is proposed to start 7 more women's colleges in the remaining 7 districts of the State, 120 more Girls' High Schools particularly in the backward areas and in rural areas and 500 more Girls' M.E.Schools in different parts of the State. Apart from this expansion, a number of concrete steps were also taken to encourage the education of girls. These include (1) All girls have been exempted from payment of tuition fees in primary and middle classes. They get half of full free studentship in high schools depending on whether or not their parents are paying any income or agricultural tax. At the collegiate stage they are entitled to half-free studentship if their parents are not assessed for income or agricultural tax. (2) The State Government has taken advantage of the assistance



available from the Centre and started certain centrally sponsored schemes in the field of girls' education (3) There is an Additional Director of Public Instruction for Women's Programme. Under her control, there are a woman Deputy Director of Education in-charge of girls' education at the headquarters, one Inspectress of Schools for the Girls' High Schools and four Deputy Inspectresses of Schools for the entire State. (4) The greatest difficulty in the expansion of the facilities for girls' education arises from the shortage of women teachers. With a bid to overcome this handicap, rates of stipends for women pupil-teachers were enhanced and condensed courses for adult women organised during the Second Plan.

During the Third Plan Period, more condensed course training centres for adult women were started. Since high schools and M.E.Schools for girls are being opened in rural areas where accommodation for the women teachers are not readily available during the current plan period, special allowances are being given to the women teachers who are required to serve in such areas.

During the Fourth Plan Period, these schemes are proposed to be expanded further so that the enrolment of girl students at different stages is improved.

At the end of the Second Plan, only 41.2% of the girls in the age group 6-11 were attending primary schools. The programme of compulsory primary education in this State, therefore, was largely a programme of bringing more girls to schools. During the Third Plan Period, ~~the~~ <sup>the</sup> main programme was to increase the enrolment of girl students at this stage. This was proposed to be implemented <sup>by implementation</sup> the following special schemes. (1) The award of attendance scholarships (2) construction of quarters for women

teachers, (3) appointment and training of school mothers (4) organisation of condensed courses for adult women and refresher course for women teachers, (5) provision of sanitary facilities in primary schools and (6) organisation of enrolment drives. In spite of all the schemes, it is seen that the enrolment of girls has not been as encouraging as expected. This is mainly due to certain social prejudices prevailing in most of the backward districts of the State. It is therefore estimated that at the end of the Third Plan Period, the percentage of girl students reading in primary schools in the age group 6-11 would be 55. During the Fourth Plan Period, these programmes are expected to be implemented with greater intensity and all out efforts taken to educate the people in favour of girls' education. The target for enrolment of girls at the end of the Fourth Plan Period has been therefore fixed at 80%. The enrolment ratio of girls to boys at the end of the second plan was 1 : 2 at the Primary Stage, 1 : 8 at the Middle Stage and 1 : 10 at the High School stage. These ratios are proposed to be increased to slightly more than 1 : 2 at the primary stage, 1 : 5 at the middle school stage and 1 : 9 at the high school stage by the end of Third Plan Period. During the Fourth Plan Period, these ratios are expected to be increased further to  $1:1\frac{1}{4}$ , 1:3 and 1:5 respectively.

#### 10. TEACHING OF SCIENCE

General Science has been compulsory for the high school examination since 1947. It also forms a part of the curriculum at the middle school stage and is taught as part of the school Hygiene and Physiology in the Upper Primary Schools.

A number of concrete measures have been taken to strengthen and improve the teaching of Science. These include (1) sanction of non-recurring grants for construction of laboratories and purchase of equipment, (2) establishment of Science Clubs in Schools, (3) organisation of Seminars and refresher course for Science teachers, and (4) appointment of Science Consultants to guide science teachers.

The greatest difficulty in expanding and improving the teaching of Science at the Secondary stage is the paucity of Science Graduates. As it is, the output of Science Graduates is very limited in Orissa, and of those who take degrees in Science, a large number of them prefer to join industry or go in for advanced training in professions other than teaching. The non-availability of equipment for laboratories has also some times created difficulties.

#### 11. SCHOLARSHIPS

Ten per cent students enrolled in high schools and 12½ per cent of the students in colleges are in receipt of free-studentships. Scheduled caste and scheduled tribe pupils are exempted from payment of tuition fees. Poor and deserving students receive stipends and lump sum grants from the Government through the Tribal Welfare Department. Pupils in primary schools are supplied with reading and writing materials. Four merit scholarships tenable in public schools are also awarded by the State Government.

Before the Second Plan, scholarships used to be awarded on the basis of merit alone as judged by the examination results at different stages. In order to provide opportunities to poor and meritorious students,

an elaborate scheme for awarding merit-cum-poverty scholarships was formulated and introduced during the Second Plan. Ten post-graduate scholarships of the value of Rs.40 per month, 40 senior college scholarships of the value of Rs.25/- per month, 250 junior college scholarships of the value Rs.25/- per month, 400 middle scholarships of the value of Rs.15 per month and 600 upper primary scholarships of the value of Rs.10 per month were awarded to deserving candidates each year since 1956-57. The original programme during the Third Plan Period was to double the number of merit-cum-poverty scholarships and to increase the number of merit scholarships. It was also proposed to institute special scholarships for girls at all stages and to award a large number of maintenance stipends for meritorious students residing in school and college hostels. During this Plan Period, the entire scholarship scheme was rationalised as a result of which the value as well as the number of different existing scholarships were increased. In addition to this, a special scholarship to inculcate in the students an urge to take Mathematics as one of the optional subjects at the high school stage was introduced. This scholarship is being awarded for proficiency in Mathematics from class VI to class XI so that adequate number of students may be available for taking admission into higher technical institutes.

As a result of institution of these and other scholarships including the award of different types of scholarships like National Scholarships, National Loan Scholarships, Special Scholarships for the students proficient in Sanskrit by Government of India, there is hardly any meritorious student to-day who is not in



receipt of some financial benefits under one scheme or other. During the Fourth Plan Period, it is proposed to increase the various scholarships such that this increase will be commensurate to the proposed increase in the enrolment of students at different stages of education.

## 12. PHYSICAL EDUCATION

Staff: The Physical Education Wing functions with Deputy Director of Public Instruction for Physical Education and an Inspectress at the Directorate level. There are four zonal Inspectors of Physical Education attached to four major Inspectorates which are being considered for expansion to 11 vis-a-vis equal number of Inspectors of Schools in the State. The co-ordination of the Physical Education Programme at the school level is effected through the trained P.E.T.s. This however, is not available in all the High Schools in the State. To make it more specific the total number of P.E.T.s are - Men - 235 and Women - 27 as against the requirement for 753 Boys and 49 Girls Schools in the State by the end of 1963-64.

Programme: Physical Education is a regular item in the school curriculum at the Middle and Secondary stages. The Primary Schools have not been fully covered so far for want of adequate staff and syllabus. During the Third Plan Period Government of India, Ministry of Education sponsored the National Discipline Scheme under which the P.E.T.s were reoriented at Central N.D.S. Institutes in the Punjab, M.P. and Rajasthan. So far 88 P.E.T.s have been reoriented under N.D.S. The greatest handicap for the implementation of the field activities in Physical Education has been lack of adequate play-ground facilities and also sufficient funds for purchase of sports equipments

and gears. In the year 1960-61 a sum of Rs.46,000 was made available to 18 institutions to acquire play-ground. Thereafter the scheme was discontinued. Besides this, non-recurring grants were also given to High Schools for purchase of sports materials.

Training of P.E.Ts. <sup>until</sup> ~~1955~~ 1955-56 candidates for training in Physical Education were being sent to the YMCA College, Madras. In 1957 Government opened a college of Physical Education at Cuttack and ever since batches of 45 teachers are being trained there. In the year 1962-63 an Women's Wing was opened in the Government College of Physical Education with 8 trainees. This has greatly removed the apparent difficulties in finding trained women P.E.T.s. The college is held in a rented house attached to the Barabati Stadium, Cuttack. It is hoped that the permanent building will come up in due course at Bhubaneswar where land has already been acquired for the purpose.

Students in the college of Physical Education are awarded stipends by Government.

Coaching in Major Games: Until the establishment of the National Institute of Sports, three members from the Physical Education Wing were trained in the Rajkumari Amrit Kaur Coaching Scheme in Cricket and Basket ball. With the formation of Central Coaching Scheme by the Government of India, Ministry of Education, candidates are being selected by the Orissa Council of Sports for training in coaching in different major games at N.I.S., Patiala. So far the State has been able to get trained coaches in Football, Volleyball, Wrestling, Cricket, Athletics and Mountainerring. A candidate in Mountaineering was trained at the Himalayan Mountaineering Institute, Darjeeling. The Orissa Council of Sports has been conducting periodical

coaching camps to which students and P.E.Ts. are being sent.

13. SCOUTING, GUIDING, N.C.C. & A.C.C.

The N.C.C. movement was introduced in this State in 1948-49 with only one battalialian. Today the number is 34 (ecluding the junior Divisions). The Senior Divisions include 1 O.T.U., 1 Artillery, 1 Airwing, 1 Signal, 1 Armoured Corps, 6 E.M.E., 3 Engineering, 3 Medical, 2 Naval, 11 Infantry and 4 Girls. The sanctioned enrolment strength of the Senior Divisions is 24, 000 cadets including 1,000 women.

The Junior Division consists of 349 tropps, each having a sanctioned enrolment strength of 50 each. This includes the girls also. The A.C.C. was introduced in 1955. In 1960-61, the authorised strength for this corps was 12,000.

During the Third Plan Period as a result of National Emergency, there was sudden expansion of N.C.C. The Utkal University decided that every college student must join this organisation in order that the candidate may be eligible to appear for the University Examination. There was also expansion of N.C.C. at the High School stage.

During the Fourth Plan Period, it is proposed to extend this organisation to a larger number of high schools.

14. DEVELOPMENT OF SPORTS AND GAMES

The Barabati Stadium at Cuttack under the auspices of the Orissa Olympic Association has been playing a most significant role in fostering the need for team games among the youths of the country. This beautiful and spacious Stadium has been the venue for

the National Games in 1958, the East Zone Cricket Match between India and the visiting M.C.C. Team in Cricket in 1962-63. Apart from this National and International competitions, Barabati Stadium affords playing facilities to the youths of the State in all other major games through periodical and annual inter-district, inter-college and inter-school competitions as well as the State Olympics. Under the development programmes of the Orissa Olympic Association utility stadia in different districts are gradually coming up. So far three districts have already got such playing facilities. This apart, the Orissa Olympic Association has also been sponsoring coaching camps under experienced National Coaches in Football, Cricket and Athletics. Significantly though there has not been much improvement in the standard of participants from the State compared to the achievements of the other countries, it is hoped in due course when the coaching scheme under the Orissa Olympic Association, Council of Sports and the State High School Athletic Association are put through, the standard of performance by the youth of Orissa will be better than they are now.

State High School Athletic Association : The State High School Athletic Association with its branches in all districts has been operating for the last 12 years to organise Inter-district High School Competition in all the major games. It played host to the National School Games in the year 1956-57 and 63-64. The State School Teams have distinguished themselves by being National Champion in Football and Kabaddi in 1963. This Association gets annual grant-in-aid from the Council of sports to run the different competitions among the High School students both at district and State Levels.

State Associations: There are State Associations for major games i.e. Football, Hockey, Volleyball, Basketball, Swimming, Athletics, Table Tennis, Wrestling, Weight-lifting, Cricket and Badminton affiliated to the National Federation. These Associations have been staging the annual state competitions to select the best team in different categories for National Competitions according to the season round the year.

#### Voluntary Organisations

##### Associations/Institutions

The Orissa Jatiya Byayan Krida Parishad, Puri and the Kalinga Cymnasium with its branches at Cuttack have been functioning for quite a number of years to impart body-building activities of the youth from among the students and non-student communities. These Associations/Institutions are also financially sponsored by the Council of Sports/ Cultural Directorate of the State Government.

Boys Scout and Girls Guides: The boy scouts and guides association began to function in 1950 with a grant of Rs.2,000/- from the State Government. For scouting and girl-guiding, the schools in the State are affiliated to the Bhadrat Scouts and Guides. The Scout movement has not been very popular, partly because of organisational difficulties and partly because the membership in voluntary and state schools have to pay for their own dress. The competition which they have to face from N.C.C. and A.C.C. has also served to undermine its popularity. The appointment of a whole-time provincial organiser of scouting may stabilise and help the movement to find its feet.

University Sports Council: The University Sports Council which is an affiliated body to the All India University Sports Control Board, has been playing an important part

in organising Inter-College Competitions in all the major games and indoor and outdoor physical activities round the year. This is significant taking the students from colleges in the interior into consideration. This Sports Council has also played host to a number of all-India Inter-varsity contests during the past five years.

Cultural Activities: The Inter-University Youth Festivals, the Youth Hostel Movement and projects organised under the auspices of the State Youth Welfare Board are the other important activities calculated to develop a sense of discipline and social service in youth people. The programmes are financially supported by the State Government. During the Third Plan Period, the State Youth Welfare Board continued to get assistance from the State Government for tours and hikes and for construction of Youth Hostels at Khandagiri and Gopalpur. During the Fourth Plan period, it is proposed to intensify the activities of the State Youth Welfare Board.

Council of Child Welfare: The State Branch of the Indian Council of Child Welfare, with its headquarters at the Rajbhawan, Bhubaneswar was established in 1959-60. This Council is sponsoring education to the 'handicapped' children as well as the welfare activities for them including the function for Children's Day and periodical cultural organisation. The Education Department has been patronising the Council with financial grants ranging from 40,000/- to 60,000/- annually. The State Council has its branches at each of the 13 districts in the State.

#### 15. MEDICAL INSPECTION

The existing facilities for medical inspection of students in schools and colleges are totally inadequate.

Prior to 1956, there was only one school medical officer for the whole state and this work was confined to Secondary Schools only. In 1955-56, a woman Medical Officer was appointed to look after the Medical Inspection of girl students in Secondary Schools. Primary Schools do not have the benefit of Medical Inspection as yet.

There is provision for medical attendance to students residing in Government Hostels. Colleges are permitted to appoint their own Medical Officers if they so desire. College students are given a routine medical check-up once in two years. After each Medical Examination in a College or a school the parents are informed of any serious disease or defects detected in their wards.

Sanitary facilities in schools and colleges are very inadequate and steps are being taken to improve them. There is also provision for lectures on first-aid in all Government High Schools.

#### 16. EDUCATION OF THE BACKWARD CLASSES

While tribal students are free to join ordinary schools, the Tribal and Rural Welfare Department maintains special schools for them, known as 'Sevashramas' and 'Ashramas'. The former teaches up to the primary standard and the latter up to the Middle Standard. No separate Schools are maintained for the scheduled caste and other backward class pupils.

Free distribution of clothes, slates and books, award of stipends and scholarships to deserving candidates, exemption from payment of fees in schools and colleges, maintenance of orphanages and boarding houses, starting of vocational classes and opening of hostels are some of the measures taken to popularise education among the tribal people. These facilities will not only be continued but expanded during the Fourth Plan Period.

The programmes of compulsory primary education will also be of great value in bringing more tribal children to school.

Scheduled caste students are exempted from payment of tuition fees in all types of educational institutions. Besides, poor students receive stipends and lump sum grants from the Government. The students from other Backward classes enjoy facilities in respect of scholarships and stipends and also get concessions admissible to them under the Government of India Scholarships scheme.

The measures listed above have done a good deal in spreading education among the backward sections of the population. In 1960-61, the total number of students belonging to scheduled castes, scheduled tribes and other backward classes in all type of institutions was as follows.

Types of Institution	Scheduled castes	Scheduled Tribes	Other backward classes
High Schools	4,447	4,425	16,187
Middle Schools	8,890	7,664	23,462
Primary Schools	1,73,485	1,79,620	3,51,227
Senior Basic Schools	523	316	1,299
Junior Basic Schools	3,343	1,535	8,826
Ashrams	520	4,250	404
Sevashram	13,264	28,042	13,549

The State Government is not in favour of teaching the tribal students at the primary stage through the medium of tribal dialects. Apart from the difficulty of using these dialects as media of



of instruction, such a policy would handicap the students seriously at the secondary and University stage, where the medium is Oriya and English respectively.

#### 17. PRE-PRIMARY EDUCATION

Pre-Primary Education is not a regular part of the Education Programme of the State. There were no separate Nursery or Kindergarten School till 1958-59. Pre-Primary classes were attached to the three Anglo-Indian and European institutions which imparted education upto the Secondary level. In 1958-59, the Government encouraged the St. Joseph Convent to open a Nursery School at Bhubaneswar. The Mission Organisations have established the Cambridge School at Cuttack in January, 1961 and the Mount Carmel Convent at Rourkela, with K.G. classes and upper standard. A Nursery Primary School has been started at Rourkela by private enterprise. A society named 'Sishu Sikshya Samiti' has been formed under the presidentship of Srimati Rama Devi for establishment of Nursery School in Orissa. It has started a pre-primary school at Cuttack called 'Sisu Bihar'. A pre-primary school has also been established at Haridaspur during 1962 by the Hony. Secretary, Seva Samiti, Haridaspur.

The Orissa State Council for Child Welfare are making efforts for providing Pre-Primary School Education and several Organisation under the Social Welfare Board are also doing useful work for Children of the age group 0 and 6.

It will be seen that the main initiative for organising pre-primary education has been left entirely to voluntary organisation. The Government gives grants to such institutions, wherever possible, but has no intention of entering the field directly. In 1960-61

the number of students in pre-primary school was 79 including 35 girls in the age-group 3 - 5 years.

#### 18. EDUCATION OF THE HANDICAPPED

The Orissa State Council for Child Welfare which is a charitable organisation devoted to the cause of welfare of the Children of the State including the handicapped children are running two schools at Bhubaneswar, one for the Blind and the other for the Deaf and Dumb children. Besides speech therapy and general education, the deaf and dumb children are given training in craft like tailoring, carpentry and weaving and the blind children receive general education through the Braille method and are given training in craft like cane work and music.

The institutions provide free education and hostel facilities for all children, whose parents earn less than Rs. 150/- per month. The Government gives full deficit grants to the above two institutions.

The intake capacity of each institution is 35. There is a proposal to increase the same to 60 from the academic session 1965-66. Trained teachers have been provided in the two institutions.

#### 19. AUDIO-VISUAL EDUCATION

A reference to the work done in the field of audio-visual education by the social education branch of the Department was made earlier. Reference was also made to the establishment of Audio-Visual Board in 1957-58. Since 1958, the Government has been experiencing the need for imparting training in the preparation and use of audio-visual materials as an integral part of teacher-training. The extension service Department of the

of the Radhanath Training College, Cuttack Organises courses for training teachers in the use of audio-visual aids like projects, cameras etc., schools and colleges can borrow films from the film-library of the Public Relations Department at Bhubaneswar. A few films are also available in the Directorate.

The Public Relations Department has been encouraging schools to have Radio Sets. The All India Radio, Cuttack, broadcasts special programmes for children.

## 20. DEVELOPMENT OF HINDI

Hindi is compulsory from class VI to class IX. It is also taught as an optional subject for the High School Certificate Examination. In some Government and aided colleges, facilities are provided for teaching Hindi as a Modern Indian Language. During 1963-64, the Board of Secondary Education, Orissa took a decision that with effect from the Examination of 1967 Hindi will be an examinable subject at the High School Certificate Examinations for students appearing from high schools in which there are facilities for teaching of Hindi. During the Fourth Plan Period, it is expected that all the high schools will have been provided with Hindi teachers so that every student of this State reading in high schools will appear for a paper in Hindi at the High School Certificate Examination.

Hindi teachers of High Schools are being deputed to the Central Hindi Training Institute, Agra, each year which provides training facilities to the Hindi teachers belonging to non-Hindi speaking areas.

In 1956 the Government started a Hindi Training Institute to training Hindi teachers for Secondary

Schools. It runs a ten-month course and has provided 230 high schools with Hindi teachers during the Second Plan. During the Third Plan Period, it is expected that this Institute will provide 300 high schools with Hindi teachers. Since this is not considered sufficient, it is proposed to increase the seats of the existing training institute and start a few more training centres during the Fourth Plan Period.

There are two voluntary Hindi Organisation in the State viz. (i) Utkal Prantiya Rastrabhasa Prachar Sabha, Cuttack and (ii) Hindi Rastrabhasa Parishad, Puri which are working in the field of propagation and development of Hindi in the State and are receiving grants from Government. The Utkal Prantiya Rastrabhasa Prachar Sabha, Cuttack has been functioning from 1933. It has got 41 permanent Hindi Prachar Centres with regularly paid pracharakas. It has also got 252 examination centres which are conducted temporarily by part-time workers to coach the examinees. This organisation prepares candidates for the following Hindi Examinations: (i) Ratna, (ii) Kovid, (iii) Parichaya, (iv) Probesh, (v) Prarambhik and (vi) Prathamika.

The Sabha has brought out a number of useful publications in Hindi besides running a Hindi monthly magazine. (ii) The Hindi Rastrabhasa Parishad, Puri has started functioning from 1954. It is conducting the Praveen Examination which has been recognised by the State Government as equivalent to the Kovid Examination conducted by the Rastrabhasa Prachar Saniti, Wardha.

This organisation conducts Hindi Examinations - viz.

- (i) Praveena
- (ii) Binode
- (iii) Madhyamik
- (iv) Bodhini and
- (v) Prathanik

No steps have been taken so far to compel government servants to pass any prescribed Hindi tests. There is, however, a Paribhasa Committee which is engaged in compiling the Hindi equivalents of Oriya words. It is proposed to provide more Hindi teachers to schools and to increase the existing training facilities during the Fourth Plan Period.

#### 21. SANSKRIT EDUCATION

There are 139 Sanskrit Tols and 4 Sanskrit Colleges in the State. The responsibility for the supervision of the Sanskrit Education in the State rests with the Superintendent of Sanskrit Studies, Orissa. The Orissa Association of Sanskrit Learning and Culture with headquarters at Puri grants recognition and affiliation to Sanskrit Institutions and conducts their examinations. The Superintendent of Sanskrit Studies, Orissa is the ex-Officio Secretary of the Sanskrits Association. There were two Assistant Superintendents of Sanskrit Studies, Orissa at Puri to assist the Superintendent in the matter of inspection of institutions and conduct of examinations. As the Sanskrit Institutions could not be inspected regularly either by the Superintendent or Assistant Superintendents, due to pressure of work, the post of an Additional Superintendent of Sanskrit Studies with Headquarters at Balasore was sanctioned by Government during the year 1961-62.

There is one Advisory Board for Sanskrit Education in the State with the Minister of Education, as Chairman

to advise Government in the matter of promotion and development of Sanskrit.

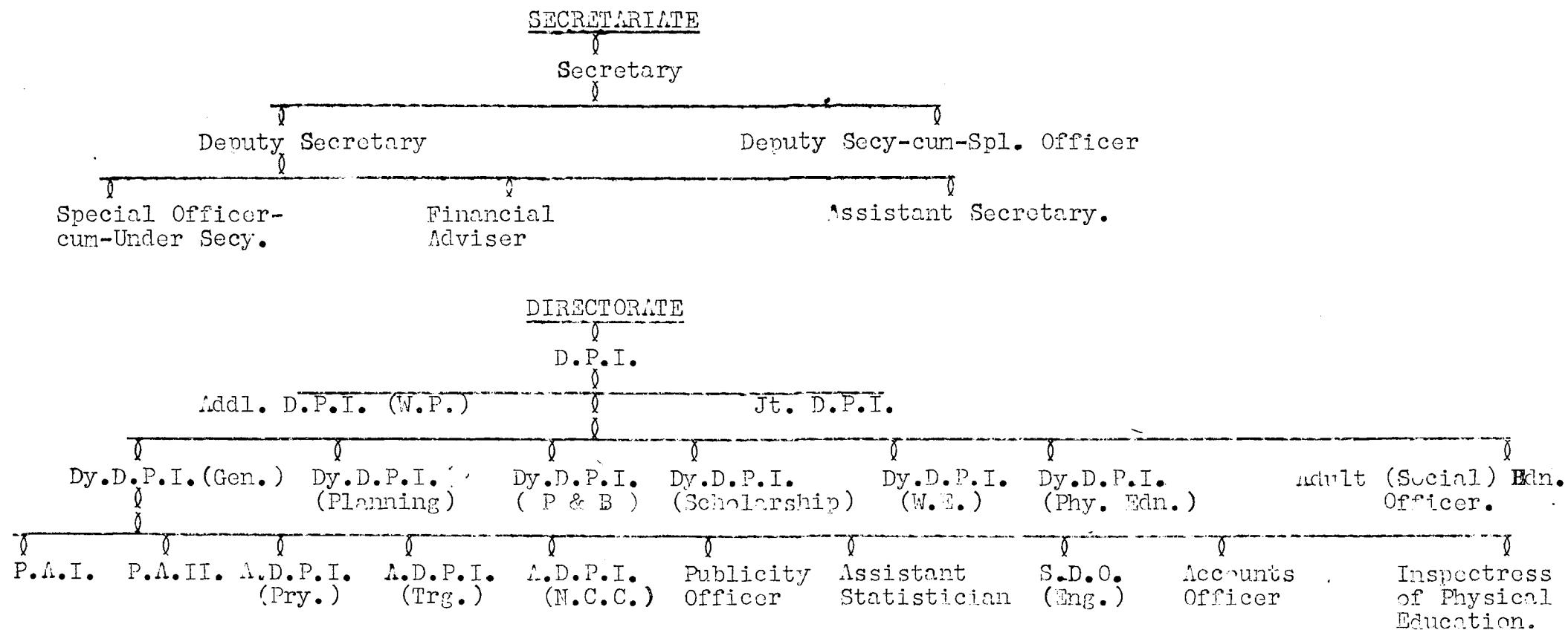
The revised syllabus with modern subjects viz. M.I.L., Social Study, Mathematics, English and Hindi etc. in Prathama stage was introduced in the Sanskrit institutions on an optional basis during the school session 1954-55 and was compulsory from the session 1956-57. The revised syllabus at Madhyama stage was introduced during the session 1956-57. This led to the appointment of Matriculate, Intermediate and Graduate teachers in the Sanskrit Institutions.

Previously the Sanskrit Institutions were being financed by the Zamindars and Maths. After abolition of Zamindaries they ceased to get contribution from their patrons. Hence lump grants at different rates were paid to some selected institutions towards stipends and diet allowance to the students. There was persistent demand from the other institutions for such assistance for the students of those institutions. The disparity in rates and absence of such assistance gave rise to discontentment among the Sanskrit Institutions in the State. Hence it was considered desirable to discontinue the practice of award of diet allowance and stipends and to introduce a single system of M.C.P. Scholarships in the Sanskrit institutions in order to give benefit to a larger number of students. The introduction of the award of M.C.P. Scholarships on the results of Sanskrits Public Examinations has been sanctioned by Government during the third plan period.

Necessary provision is also being made in the Third Plan Period for payment of Non-recurring grants for construction of buildings, purchase of furniture and equipments for improvement of existing Sanskrit Institutions in the State.

## 22. ADMINISTRATION

The administrative set up in the Secretariat and the Directorate is as shown in the chart below:



There are 7 Divisional Inspectors under whom there are District Inspector of Schools who control the Deputy Inspectors and Sub-Inspectors of Schools. By January, 1961, there were 18 District Inspector of Schools, 4 District Inspectresses of Schools, 13 District Social Education Organisers, 1 Organiser of Basic Education, 1 Special Inspecting Officer for Muslim Education and 257 Sub-Inspector of Schools and 70 Assistant Sub-Inspector of Schools. 1 Superintendent of Sanskrit Studies, 3 Deputy Inspector of Schools.

The Budget Estimate for the year 1960-61 was 4,80,87,943/-, out of which an amount of Rs.2,20,39,787/- was meant for non-plan expenditure. Out of this total budget, the expenditure incurred on supervision and direction was Rs.21,27,790/- which works out at 4.4% of the total provision.

The experiment of appointing training non-matriculantes as Assistant Sub-Inspector of Schools has been discontinued and only trained graduates are being appointed to the posts now.

The interchangeability of the inspecting with the teaching staff has long been accepted as a principle of sound educational administration. Accordingly, transfers take place from time to time, from teaching to the administrative branch and vice-versa.

The responsibility of constructing school buildings rests with the Public Works Department. As this Department is over worked, delays in the construction of school buildings occur frequently. It was therefore decided to solve the problem by setting up a separate Engineering Wing in the Directorate of Education and to make it fully



responsible for all construction work of the aided institutions under the control of this Department.

Expenditure on education during the post-Independence period has been rising steadily, particularly after the inauguration of the First Plan in 1950-51. The total expenditure on education in 1950-51 was Rs.2.25 crores, in 1960-61 the figure was Rs.7.30 crores. About 80 percent of the expenditure is contributed by the Government, fees account for about 9 percent, local bodies about 1 percent and other sources about 10 percent. Private efforts play a substantial role in education, particularly in the opening of new colleges and schools. Grant-in-aid at approved rates is given to institutions set up by voluntary organisations. Private institutions generally raise their share of expenditure by levying extra fees. Special relaxations in the grant-in-aid rules are made in the case of educational institutions for girls and institutions in the more backward areas where there is limited or no public contribution.

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I-Number of Institutions

Item	1950-51		1955-56		1960-61		1963-64	
	Total	For Girls	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7	8	9
Universities	1	-	1	-	1	-	2	-
Boards of Education	-	-	1	-	1	-	1	-
Research Institutions	-	-	-	-	-	-	-	-
<u>COLLEGE FOR GENERAL EDUCATION</u>								
Degree standard	10	1	11	1	19	2	44	6
Intermediate standard	4	-	3	-	10	2	10	1
<u>COLLEGES FOR PROFESSIONAL AND TECHNICAL EDUCATION</u>								
Agriculture and Forestry	-	-	1	-	1	-	1	-
Commerce	-	-	-	-	-	-	-	-
Engineering & Technology	-	-	-	-	1	-	2	-
Law	1	-	1	-	1	-	2	-
Medicine	2	-	2	-	3	-	3	-

Contd.....

1	2	3	4	5	6	7	8	9
<u>TEACHERS TRAINING</u>								
Basic	-	-	1	-	7	-	6	-
Non-Basic	-	-	1	-	6	1	13	2
Veterinary Science	-	-	1	-	1	-	1	-
Colleges for Special Edn.	3	-	3	-	6	-	7	-
Others	-	-	-	-	-	-	-	-
<u>SCHOOLS FOR GENERAL EDUCATION</u>								
Higher Secondary	-	-	-	-	5	1	8	1
Post Basic	-	-	1	-	2	-	2	-
High Schools	172	7	258	18	445	34	850	92
Middle Schools								
(a) Basic	1	-	16	-	26	-	25	-
(b) Non-Basic	501	23	672	44	1281	88	2520	282
Primary Schools								
(a) Basic	136	-	367	1	359	-	358	1
(b) Non-basic	9,665	219	14,003	210	<del>21,499</del>	252	23,844	254
(c) Non-Primary	-	-	-	-	21,499	-	-	-

Continued...

1	2	3	4	5	6	7	8	9
<u>SCHOOLS FOR VOCATIONAL AND TECHNICAL EDUCATION</u>								
Agriculture and Forestry	1	-	4	-	-	-	-	-
Arts and Crafts (others Industrial's)	6	-	10	8	16	8	36	10
Commerce	2	-	2	-	2	-	4	-
Engineering	1	-	4	-	7	-	*8	-
Medicine	1	-	-	-	-	-	-	-
<u>TEACHERS TRAINING</u>								
(a)Basic	5	-	6	-	-	-	-	-
(b)Non-Basic	28	5	31	2	81	6	80	6
Technology and Industrial	12	1	18	2	30	5	-	-
Others	1	-	1	-	1	-	-	-
<u>SCHOOL FOR SPECIAL EDUCATION</u>								
For the Handicapped	1	-	1	-	1	-	1	-
Social (Adult) Education	613	5	1616	32	3292	590	4929	873
Others	509	1	1,247	6	180	13	169	12
Total	11,672	273	18,281	318	27,283	1008	32726	1540

\* Includes Technology

II-NUMBER OF STUDENTS

Item	1950-51		1955-56		1960-61		1963-64	
	Total	For Girls	Total	for girls	Total	for girls	Total	for girls
1	2	3	4	5	6	7	8	9
<u>A-Ry TYPE OF INSTITUTIONS</u>								
Universities	470	6	296	7	364	47	519	73
Research Institutions	-	-	-	-	-	-	-	-
Arts and Science Colleges.	5,803	383	5,617	498	10,834	1,187	18671	2201
Professional and Technical Colleges.	324	34	606	73	2,898	<del>273</del>	5802	522
Special Education	207	7	239	4	586	235	455	209
Higher Sec. Schools	-	-	45	3	3,246	638	8260	2072
High schools	47,923	3,400	65,345	7,111	97,829	11,830	144803	17780
<u>Middle Schools</u>								
a) Basic	231	102	2,184	430	<del>4,058</del> 10858	1,707	5674	1358
b) Non-basic	47,798	5,619	55,949	7,676	97,716	15,177	146353	31667

Contd...

	1	2	3	4	5	6	7	8	9
<u>Primary Schools</u>									
a) Basic	9520 6,490	2,453	21,325	5,734	90,940	23,601	33159	10145	
b) Non-Basic	4,36,103	101368	6,22,549	1,53,297	12,62,698	403222	1553022	510035	
Pre-Primary Schools	-	-	-	-	-	-	-	-	-
Schools for vocational and Technical Education	1966	302	3921	369	9040	519	10947	716	
Schools for Special Edn.	47304	1432	91639	9328	90644	16687	98876	26025	
<u>B. BY STAGES/SUBJECTS</u>									
<u>General Education (University Standard)</u>									
Research	1	-	19	1	18	2	9	1	
M.A. & M.Sc.	146	18	213	21	570	83	934	151	
B.A. & B.Sc. Pass & Hons.	1647	93	1334	129	5019	584	9438	1212	
Intermediate Arts and Science.	3844	272	3778	347	5039	708	8272	910	

Contd.....

1	2	3	4	5	6	7	8	9
<u>Professional Education(University standard)</u>								
Agriculture and Forestry	-	-	57	-	387	-	781	1
Commerce	168	-	250	-	<del>439</del>	-	597	-
Engineering & Technology	-	-	-	-	451	-	1256	4
Law	479	6	238	-	332	2	349	-
Medicine	261	29	390	57	662	178	1633	351
<u>Teachers' Training</u>								
a) Basic	-	-	48	-	354	-	<del>349</del>	8
b) Non-Basic	63	5	80	16	509	98	989	157
Veterinary	-	-	31	-	203	-	327	-
Special Education (University Standard)	207	7	420	13	426	104	349	1

Contd...

1	2	3	4	5	6	7	8	9
<u>GENERAL EDUCATION ( SCHOOL STANDARD )</u>								
High and Higher Secondary Schools	24870	1463	36142	2596	67908	6107	73964	7508
Middle Schools	31074	2157	41326	3429	84363	10050	102222	29276
Pre-Primary	-	-	8783	2868	156	67	36	19
<u>Vocational Education(School Standard)</u>								
Agriculture & Forestry	26	-	344	-	-	-	-	-
Arts and Craft	207	107	200	137	1,652	379	1272	330
Commerce	42	1	200	1	34	-	166	16
Engineering	191	-	562	-	2,620	-	2804	-

Contd.....



	1	2	3	4	5	6	7	8	9
<u>Teachers' Training</u>									
a) Basic	-	-	-	366	-	-	-	-	-
b) Non-Basic	7,047	99	1,666	98	4,741	140	6837	363	
Technology and Industrial	389	60	673	123	1,652	379	*		
Other subjects									
<u>Special Education(Social Standard)</u>									
For the Handicapped	8	1	14	1	29	3	67	3	
Social(Adult)Education	31,793	629	46,610	2,673	85,747	15,828	94,376	25299	
Other subjects	15,211	802	44,892	6,652	5,061	990	4143	711	

\* Included in Arts and Crafts.

III. EXPENDITURE ON EDUCATIONAL INSTITUTIONS.

Item	1950-51		1955-56		1960-61		1963-64	
	Total	for girls	Total	for girls	Total	for girls	Total	for girls
1	2	3	4	5	6	7	8	9

A- By sources.Government Funds.

Central	60,626	489	1159924	3,552	4677632	41065	-	-
State	15746804	807685	31875789	1175029	51119830	1835579	109630692	5941484
District Board Funds.	956142	38777	562777	4492	1427749	76665	<del>3</del>	-
Municipal Board Funds.	2742885	46247	3653026	60134	368483	41942	792295	133365
Other sources	2953572	89326	3427836	134559	15369065	300315	22626164	625624

B. BY TYPE OF INSTITUTIONSDirect expenditure on.

University	681598	-	787465	-	1328932	-	-	-
Boards.			25883	-	407581	-	-	-

Contd....

	1	2	3	4	5	6	7	8	9
Research Institutions.	-	-	-	-	-	-	-	-	-
Arts and Science Colleges.	1725051	72403	2037207	90882	3777921	208470	6417587	468247	
Colleges for Professional and Technical Education.	644801	-	670771	-	2083952	15527	4968020	51947	
Colleges for Special Education.	62600	-	75050	-	220340	-	250777	-	
High & Higher Secondary Schools.	3213388	237070	5035158	409935	8789350	778921	17225818	1521608	
Middle Schools									
(a) Basic	8608	-	120193	-	1174584	91462	332353	-	
(b) Non-Basic	2116271	153467	2974925	213718	5111019	444977	17614413	1101312	

Conted....

1	2	3	4	5	6	7	8	9
Primary Schools								
(a) Basic	269454	-	810429	-	2493778	-	1174019	-
(b) Non-Basic	5970985	215252	10336655	245013	18125297	434808	40255360	668824
<u>Pre Primary</u>	-	-	-	-	-	-	-	-
Vocational and Technical Schools.	1127688	90729	950820	58298	2851417	102489	3733322	173395
Special Education Schools.	1036365	9956	2239743	75522	1530493	2189128	756998	179797
Total direct.	16856809	778877	26064299	1093368	47894628	2295566	87728667	4165

Contd....

	1	2	3	4	5	6	7	8	9
Direction and Inspection.		801562	50166	1202252	38687	1665922	52732	3044155	53333
Buildings.		2244536	69849	8364716	122973	12444365	263292	18657726	1374615
Scholarships		1539375	55419	2452273	84612	7709165	704314	13470124	755693
Hostels		215730	7467	784234	46600	1457850	137308	1366910	214088
Other Miscellaneous.		883508	26598	1939960	10105	1800829	74937	2281482	146813
Total indirect		5684791	218499	14743435	302977	25078131	1232583	38820397	2544542
Grand total (Direct & indirect)		22541600	997376	40807734	1396345	72972759	3528149	126549064	6709674

Contd.....

## IV. NUMBER OF TEACHERS

Item	1950-51		1955-56		1960-61		1963-64	
	Total	for girls	Total	for Girls	Total	for girls	Total	for girls
1	2	3	4	5	6	7	8	9
University & Colleges	376	22	462	27	1,050	76	1472	136
High and Higher Secondary Schools	2,247	122	3,011	213	4,827	379	7264	621
Middle Schools	2,569	155	3,197	201	5,587	352	8681	609
Primary Schools	16,525	317	23,584	390	37,328	814	46,529	1555
Pre-Primary Schools	-	-	-	-	-	-	-	-
Vocational and Technical Schools	252	23	303	19	684	29	372	38
Special Schools	938	-	2814	20	2,831	401	2977	385

Contd....

V- Examination Results

	1	2	3	4	5	6	7	8	9
<u>Students Passing</u>									
M.A. & M.Sc.		28	4	57	7	164	19	361	40
B.A. & B.Sc. (Pass and Hons )		501	31	543	49	1280	123	1236	212
Professional ( Degree)		198	11	292	19	715	52	933	89
Matriculation and Equivalent Examination.		3162	192	4582	29	8812	733	14714	1507

Contd.....

	1	2	3	4	5	6	7	8	9
<u>VI- Number of Institutions in Rural Areas</u>									
University and Colleges.	2	-	1	-	15	-	11	-	
High and Higher Secondary Schools	134	-	186	-	349	5	612	20	
Middle Schools	473	20	642	22	1235	67	2286	168	
Primary and Pre-Primary Schools	9571	182	13978	158	21280	198	23,343	186	
Vocational and Special schools	1111	7	2871	44	3471	600	3863	803	
Total ...	11,291	209	17,678	224	26,350	870	30,115	1177	

Conted....



	1	2	3	4	5	6	7	8	9
<u>VII- NUMBER OF PUPILS FROM RURAL AREAS</u>									
University and Colleges.	2283	122	3977	207	13652	675	17701	1209	
High and Higher Secondary Schools	36591	1266	42490	1866	93985	5378	115156	9426	
Middle Schools	42538	3319	52473	5401	101922	10232	140556	15235	
Primary and Pre-Primary Schools	360885	85460	616584	149832	1298138	371333	1248321	250980	
Vocational and Special schools	41885	1065	94265	9885	98414	15936	70269	1209	
Total	484182	91232	800789	166691	1606111	403554	1592003	278059	

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1                      2                      3                      4                      5                      6                      7                      8                      9

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VIII- NUMBER OF STUDENTS IN SELECTED CLASSES

No. of students in classes

Class I-V	460569	106754	650542	162289	1410860	439961	1643023	535273
Class VI-VIII	56136	4726	71763	6458	107506	12293	192222	29276
Class IX-XI	20923	1283	30564	2198	44582	3829	73964	7508

IX- SOME SELECTED AVERAGES AND PERCENTAGES.

	1950-51	1955-56	1960-61	1963-64
1	2	3	4	5
Cost per capita on Education	1.5	2.7	4.1	
Cost per pupil:-				
High & Higher Secondary Schools	67.1	77.00	86.8	
Middle Schools	44.2	53.2	58.00	
Primary Schools	14.0	17.3	15.2	
Number of Pupils per teacher in -				
High/Higher Secondary Schools.	21	22	23	
Middle Schools	19	18	20	
Primary Schools	27	27	30	
Percentage of Trained teacher in -				
High/Higher Secondary Schools.	46.4		51.9	
Middle Schools	42.4	44.4	30.9	
Primary Schools	51.5	41.6	30.00	

