

CHAPTER XV

EDUCATION AND CULTURE

HISTORICAL BACKGROUND

Hardly anything is known about the educational institutions of Kendujhar in early times. During the medieval period Kendujhar became a stronghold of Jainism. The Anandapur subdivision is full of Jain relics and the name Anandapur itself seems to be of Jain origin. The Abhidhana Rajendra- a famous Prakrit lexicon, refers to a town called Anandapur where people used to celebrate a famous festival for eight days during Autumn on the bank of a river flowing to the east and ultimately meeting the Saraswati. The river Saraswati is taken to be another name of the Brahmani with which the Baitarani meets after flowing in easterly direction from Anandapur. Thus Anandapur in Kendujhar is believed to have been a great centre of Jain culture, the relics of which are found at present in the form of innumerable Jain images many of which are of life-size. The village Podasingidi in Anandapur subdivision containing a ruined temple of Rishavanath was a famous resort of pilgrimage. It appears that the Jains had some monastic institutions at Anandapur and Podasingidi. But it is not possible to say how far these institutions helped in the spread of education among the people.

The tradition of learning was fostered by the enlightened Bhanja rulers who were great patrons of learning and culture, and during their rule the town of Kendujhar turned to be a seat of learning. Govinda Bhanja, who was the ruler of the ex-State of Kendujhar in the early part of the 17th century, was himself a poet and wrote some devotional songs in Oriya. A drama in Sanskrit was written by one Nilakantha Mishra of Kendujhar in the last part of the 18th century. The celebrated poet Brajanath Badajena of Dhenkanal lived for sometime in Kendujhar during the rule of Balabhadra Bhanja (1764—1792 A. D.) and wrote his famous Kavya, Ambika Vilas.

The traditional pattern of education prevalent in this ex-State of Kendujhar was the *pathasala* system, where the village teachers taught to the pupils the 3 R's (Reading, Writing and simple Arithmetic) in archaic methods. The area comprising the ex-State of Kendujhar being predominantly tribal was naturally very backward in education. In the past, even the traditional system of the *pathasalas* or village schools were popular only in the comparatively less Adivasi inhabited areas of the South-east Kendujhar, the Sadar subdivision and some other parts of the district.

Facilities for imparting western education were not available in the district till the end of the 19th century. Steps were taken for the introduction of modern education in the ex-State of Kendujhar during

BEGINNING OF WESTERN EDUCATION

the rule of Dhanurjaya Narayan Bhanja (1861—1905) and English education was introduced. This ruler established one Middle English school at Kendujhar and one at Anandapur. He not only encouraged English education in his own State, but also donated liberally to other educational institutions in Orissa. His generous contributions to the Ravenshaw College, Pyarimohan Academy and the Girls' School at Cuttack are noteworthy.

It is revealed from the Settlement Report of Kendujhar State for 1305 Amlī Year (1898 A.D.) that there was one Middle English school at Anandapur, one Vernacular school at Champua; and one Vernacular school, one Rajkumar Pathasala and one Sanskrit Tol at Kendujhargarh. Besides, there were six Vernacular schools in other parts of the ex-State, and 118 village *pathasalas* kept by *abdhans* or village pedagogues. The total number of pupils attending all these schools was about 1,700. Education was then under the supervision of the Sub-Inspector of schools for Kendujhar and Nilgiri, as he held charge of both the ex-States.

For the spread of education among the Bhuyans, Colonel Johnstone who was in charge of the Settlement operations of 1870 of the ex-State took initiative and some village schools were established in the Bhuyan Hills and they were in existence till the revolt of 1891, when they were swept away by the Bhuyans, who had long cherished a hatred for education. It is mentioned in the above Settlement Report that the Bhuyans "preferred seeing their sons assist them in their domestic business or in beating the jungles for roots, etc., for their subsistence to wasting their time at school. The short-sighted police of those days would often compel the people to send their children to school, so they took this to be another hateful 'bethi' (forced labour) the State was exacting from them and with an unprincipled set of school masters, they soon learnt to hate the infant institution that Colonel Johnstone had taken so much pains to establish."

During the early part of this century efforts were made to accelerate the tempo of educational advancement in the ex-State. More school buildings were constructed and were equipped with furniture. Parents were pressed by the Durbar administration to send their children to school regularly. Steps were also taken to spread education among the Bhuyans and to encourage women education. To this effect separate schools were opened for their education in different parts of the ex-State. In 1907-08 there were 164 schools in the ex-State which included 2 Middle English schools, 7 Upper Primary schools, 115 Lower Primary schools including four separate schools for girls, 1 Sanskrit Tol, 3 special schools and 36 Pathasalas. The number of pupils in these institutions was 2,951 boys and 162 girls during the said year. In the beginning of this century

to give impetus to education two Government Sub-Inspectors were assigned to the ex-State and they were assisted by two Inspecting Pandits. The educational work was supervised by the then Agency Inspector of schools who functioned under the Political Agent.

The establishment of a High English school in the ex-State had long been under contemplation. It came to be materialised when the Gibson High English school at Kendujhar came into being on the 30th August, 1934. The institution owed much of its obligation to Mr. E.C. Gibson, C.I.E., I.C.S., the then Agent to the Governor-General, Eastern States, whose sympathy and encouragement led to the fruition of the idea. During the year 1934-35 the total number of schools in the ex-State was 107 and the number of pupils attending these institutions was 8,017 including 1,157 girls*. The break up of the institutions during the year was 1 High English school, 1 Middle English school, 2 Middle Vernacular schools, 14 Upper Primary schools, 86 Lower Primary schools, 1 Sanskrit Tol and 2 Muktabs. There were Bhuyanpirh schools in different parts of the ex-State to promote education among the Bhuyans. The number of educational institutions remained unchanged till 1938-39, but in the next year it came down to 101 and this was due to the closing down of the Bhuyanpirh schools owing to their unsatisfactory conditions. However, the number of students in the educational institutions increased gradually as education was becoming popular among the people. According to the Census of 1951, in 1947-48, before the ex-State merged with the Province of Orissa in 1948, there were 2 High English schools, 10 Middle English schools and 133 Primary schools.

During Durbar administration attention was also paid for the education of women, the backward people and the minorities, such as, the Muslims. There were separate schools exclusively meant for the education of girls. Muktabs were established to facilitate the education of the Muslim children. The ex-State maintained some separate schools to educate the children belonging to the backward classes. After the closure of the Bhuyanpirh schools one Residential school was established at Suakati for the education of the Bhuyan children.

The administration of public instruction in this erstwhile State remained in the hands of the revenue authorities till 1933 and the concerned Subdivisional Officers were in charge of it. In 1934 a new scheme was brought into operation and the Primary and Middle Vernacular schools were put in charge of Deputy Inspector of schools who exercised the powers of the head of a department in respect of these institutions. However, the opinion of the Subdivisional Officers were considered essential in respect of appointment and transfer of teachers in their

* Review and Report of the Administration of the Keonjhar State for 1934-35

respective subdivisions. But Middle English education continued to remain under the administrative control of the Subdivisional Officers, subject, however, to the inspection by the Deputy Inspector of schools. The Gibson High English School at Kendujhargarh was deemed to be a distinct department of the ex-State and the Headmaster of the school was recognised as the head of the department in respect of this institution. For the purposes of Primary education the ex-State had been divided into three circles, designated as the Upper Kendujhar Circles A and B and the Lower Kendujhar Circle. Each of these circles was incharge of a Sub-Inspector of schools. In May 1939 the Bhuyanpirh schools were closed as they were found doing no useful work and the attendance was gradually declining. The whole of the Upper Kendujhar Circle was therefore placed in charge of one Sub-Inspector of schools. Since then, however, till the merger of the ex-State with the Province of Orissa in 1948, there had been two Sub-Inspectors only who worked under the administrative control of the Deputy Inspector of schools.

LITERACY AND EDU- CATIONAL STANDARD

Growth of Literacy

According to the Census of 1951 the percentage of literacy in the district of Kendujhar remained at 12.09 comprising 10.72 per cent male and 1.37 per cent female. As between the sexes, the percentage of literacy was 88.69 male and 11.31 female. But the percentage of literacy in the district during the decade ending 1961 rose abruptly and it stood at 17.7 consisting of 14.8 per cent male and 2.9 per cent female. Taking the male population as a whole the percentage of literates was 29.2 and similarly among the females the percentage was 5.9. The percentage of literacy in the district, however, was below the State average of 21.7, comprising 17.4 per cent for males and 4.3 per cent for females.

Effective steps were taken by the Government from time to time to increase the rate of literacy all over the country and significant changes were brought about in the field. As per the Census of 1971 the percentage of literacy in the district increased to 21.3. Among the male population it was 32.4 per cent and among the female section it stood at 9.9 per cent. During the decade 1961-71 the percentage of literacy in the district increased by 3.6 per cent. But it still lay below the State average of 26.2 per cent. However, the district is making steady progress in the field of literacy.

Number of Literates

The number of literates in the district is also very small. In the Census of 1951 out of a total population of 5,88,441, only 71,146 (63,101 male and 8,045 female) were found to be literate. The number rose considerably towards the end of the decade and as per the Census of 1961 the total number of literates in the district went up to 1,31,258 of

whom 1,09,699 were male and 21,559 female. Of the total number of literates, 93,706 did not have any educational level, 33,644 read up to Primary or Junior Basic standard and the rest were either matriculates or had higher qualifications. The Census of 1971, however, showed a moderate increase in the number of literate persons in the district bringing the total number to 2,03,081 (1,56,438 male and 46,643 female) of whom 1,78,011 belonged to the rural area and 25,070 to the urban area. Among the subdivisions Kendujhar sadar had the highest number of literates with 63,257 males and 15,238 females, followed by Anandapur with 52,613 males and 20,932 females and Champua with 40,568 males and 10,473 females. As per the Census of 1981 the total number of literates recorded in the district was 3,36,893 of whom 2,41,621 were male and 95,272 female.

The table given below indicates the number of literates in the district of Kendujhar and their educational level as per the Census of 1971.

Sl. No.	Educational standard	Male	Female
1	Literate without educational level ..	36,910	9,729
2	Primary ..	76,843	30,474
3	Middle English standard ..	30,471	5,511
4	Matriculation or Higher Secondary ..	10,049	749
5	Non-technical diploma or certificate not equal to degree ..	392	21
6	Technical diploma or certificate not equal to degree ..	254	15
7	Graduates and above ..	1,519	144

Women education did not make much headway in the district of Kendujhar before independence. No definite steps are known to have been taken in the ex-State for the spread of education among women before the advent of the British to this land. A majority of the people of the ex-State who are mostly Adivasis were not interested in education. No separate school for the education of girls was known to have existed. A very few girls attended the village *pathasala* along with the boys. The British Government took some measures in spreading education among women and separate girls' schools were started. According to Cobden-Ramsay there were four girls' schools in the ex-State in the year 1907-08. A number of 162 girl students were studying in different educational institutions during the same year.

Spread of
Education
among
Women

Female education continued to gain popularity and towards 1914-15 the number of girls attending schools in the ex-State rose to 756. It was a spectacular leap in the field of women education in the ex-State as during the same year this ex-State ranked third among the 18 feudatory states of Orissa so far women education was concerned. In course of time women education gained popularity in the ex-State and an increasing number of girls attended schools. In the year 1943-44 a number of 1,148 girls were studying in different educational institutions in the ex-State.

During Durbar administration, besides general education, the girls were imparted education in gardening, cooking, nursing and music in the school.

After Independence Government paid much attention to the advancement of women education in the district. Some of the important measures taken by the Government in this direction were appointment of school mothers to look after the girl students in the schools, introduction of attendance scholarship, free supply of dress for regular attendance in the school and appointment of women teachers. The girls have been exempted from the payment of tuition fees in the schools. In the colleges women students whose parents or guardians do not pay income-tax or agricultural income-tax are required to pay tuition fees at half of the usual rate. These measures have been greatly beneficial in promoting women education in the State.

According to the Census of 1961, in 1955-56 there were 2 Primary schools and 2 Middle English schools in the district specially meant for the education of the girls. Towards the end of the fifties the district had one High English school and 3 Middle English schools specially meant for the girls. There was no change in the number of Primary schools and it remained at 2. The total number of girls studying in different educational institutions in the district during the year 1959-60 was 8,758 including 7 in the college. In the following decade the growth of women education in the district was quite significant. Gradually the number of educational institutions in the district had increased and more and more girls were enrolling themselves in these institutions. In 1970-71 there were 10 Primary schools, 4 Middle English schools, 2 Kanya-shrams and 5 High English schools in the district exclusively for the education of the girls. Besides, many educational institutions provided co-education. The total number of girl students in the educational institutions during the year under report was 25,639 which included 81 girls in the colleges.

The age-old practice of shutting up of girls in the house after puberty has been discontinued and an increasing number of girls are now attending schools and colleges. In the year 1978-79 the number of educational institutions in the district specially meant for girls was as follows: 9 Primary schools, 7 Middle English schools and 7 High English schools. In 1979 a Women's College was started at Kendujhargarh. During the year 1978-79 the number of girl students studying in the Primary schools, Middle English schools and High English schools in the district were 42,452; 5,458 and 3,359 respectively.

From early times the district of Kendujhar has been predominantly inhabited by the people belonging to the backward classes and tribes. The Bhuyans, the Juangs and the Kolhas form the main bulk of the tribal population in the district. The Bhuyans and the Juangs live in Bhuyanpirh and Juangpirh respectively and these hilly areas form the most backward tribal pockets in Orissa. According to the Census of 1971 the total percentage of the Scheduled Castes and the Scheduled Tribes population to the total population of the district was 58.24 of which the tribal population alone constituted 46.96 per cent. In the past they were very backward both economically and educationally. Hardly any scope existed for their education. Lack of communication was another factor for their backwardness. Thus for centuries they remained in dark. The light of modern civilisation had no scope to reach them.

Spread of
Education
among Back-
ward Classes
and Tribes

After the advent of the British some steps were taken for the educational advancement of these hill tribes. To make them inclined towards education the British Government opened some separate schools exclusively for them. In the Year 1907-08 there were five special schools for the Bhuyans, a dominating tribe in the ex-State.

It was noticed that the Bhuyanpirh schools located in the Bhuyanpirh were doing no useful work and the attendance in the schools was gradually declining. In the month of May 1939, these schools were closed. It was decided by the Durbar to open a free residential school at a central place in Bhuyanpirh in place of the existing ones and consequently a residential school for the Bhuyans was established at Suakati. In the year 1941-42 the school had 20 students. The entire cost of education of the Bhuyan boys in this school was borne by the ex-State. A Bhuyan teacher remained in charge of the school and another teacher with a special training in handicrafts was appointed to train the Bhuyan boys in different crafts.

For the promotion of education among the low-caste people the ex-State had also established a separate school.

The number of the aboriginal and the low-caste students studying in all types of schools in the ex-State from 1937-38 to 1943-44 is given in the following table.

Year	No. of aboriginal students	No. of students belonging to low-caste
1	2	3
1937-38	1,380	752
1938-39	1,242	680
1939-40	922	808
1940-41	961	836
1941-42	842	817
1942-43	778	887
1943-44	607	774

This apart, children belonging to the backward classes and tribes were also studying in other schools along with the general students.

Not much was done for the uplift of the people of the backward classes and tribes in the pre-Independence period. The Post-Independence era ushered in new promises to ameliorate the conditions of these backward people.

Soon after the attainment of Independence and with the constitution of India coming into force promotion of the educational and economic interests of the weaker sections of the people, particularly that of the Scheduled Castes and the Scheduled Tribes has become the primary responsibility of the State. To make them interested in education separate schools, such as, Sevashrams. Ashram schools, Kanyashrams (for girls)

and High English schools have been opened in the areas predominantly inhabited by these people. Sevashrams provide education up to Primary school standard and Ashram schools are equivalent to Middle English schools. Ashram schools meant for girls are called Kanyashrams. Ashram schools, Kanyashrams and High English schools (maintained by the Harijan and Tribal Welfare Department) are residential institutions. A few Sevashrams are also of this type. Special concessions like free-studentship, stipends, free supply of text-books and writing materials are provided to the students at the elementary stage. Besides, the children studying in the residential institutions are provided with free supply of food, lodging and medical facilities. Alongwith general education the students of these institutions are imparted vocational training in crafts like tailoring, weaving, carpentry, etc. The Scheduled Castes and the Scheduled Tribes students studying in other educational institutions are also granted stipends and lump grants.

These special measures undertaken by the Government have brought about noticeable changes among these backward class people. Socially and educationally they are becoming more and more conscious.

According to the Census of 1981 the total population of the Scheduled Castes and the Scheduled Tribes in the district consisted of 1,24,379 (62,598 males and 61,781 females) and 4,99,567 (2,48,276 males and 2,51,291 females) respectively. The total number of literate among the Scheduled Castes was 35,739 (27,555 males and 8,184 females) and the Scheduled Tribes was 75,224 (64,012 males and 12,212 females).

Gradually education is becoming more and more popular among the backward classes and tribes and more schools are being opened for their education. In the year 1984-85 there were 9 High English schools including two for girls, 5 Ashram schools including (1 Kanyashram), 3 Residential Sevashrams and 52 Sevashrams managed by the Harijan and Tribal Welfare Department in the district for the education of the Scheduled Castes and the Scheduled Tribes students. The break up of such students studying in these institutions during the year was 1,397 in High English schools, 522 in Ashram schools, 352 in Residential Sevashrams and 3,317 in Sevashrams. This apart, the Scheduled Castes and Scheduled Tribes students are also studying in other educational institutions meant for the general students.

In order to pay special attention to the spread of education in the interior tribal pockets and to raise the level of literacy among these backward communities of the State, a special sub-plan strategy has been introduced since 1974-75 under which the general programme meant for

the tribal areas is supplemented by a number of special schemes tailored to the felt needs and real-life conditions of the tribal children. Some more schools are proposed to be opened in the district under the Integrated Tribal Development Project for the benefit of the Scheduled Castes and the Scheduled Tribes students.

GENERAL EDUCATION

Primary Schools

In 1947-48, before the merger of the ex-State with the Province of Orissa on the 1st January, 1948 the district had 133 Primary schools. The formation of the Indian Constitution soon after Independence gave impetus to education and much emphasis was given to Primary education. A large number of Primary schools were opened. In 1950-51 there were only 178 Primary schools in the district. The number of such schools rose to 852 in 1960-61, and 809 of them were recognised by the Government. During the same year there was a Primary school in every 9·876 square kilometres (3·8 square miles) of area and one to every 872 persons in the district whereas the State average of such area and population at that time remained at 7·487 square kilometres (2·9 square miles) and 850 persons. Thus the district was quite below the normal standard of Primary education in the State. The Government paid much attention to the growth of Primary education during the first and second Five-Years Plan periods throughout the State.

Effective steps were taken through enrolment drive to attract greater number of pupils to schools by way of providing special facilities like supply of free mid-day meal; grant of various scholarships, such as, scholarships for merit, merit-*cum*-poverty, for proficiency in arithmetic (to those who secured more than 90 per cent of marks in arithmetic) and provision for maintenance of students in the hostels. This resulted in perceptible improvement in the field of Primary education in the succeeding years. In the year 1969-70 the number of Primary schools went up to 1,080. More remarkable was the growth in number of students in these schools. In the year 1959-60 the total number of pupils at Primary stage was 36,733 (29,234 boys and 7,499 girls) and the strength increased to 72,971 (52,378 boys and 20,593 girls) in 1969-70. Thus, during this decade the number of pupils in these schools almost doubled.

The district recorded significant progress in primary education in recent years. As per the Third All India Educational Survey Report, 31st December, 1973, 75·3 per cent of the population of the district were served by Primary schools within their habitations while the same figure for the State remained at 74·3 per cent. Out of the total population of 10,25,312 (as on 31.12.1973) in the district of Kendujhar 9,16,168 persons enjoyed the benefits of Primary education either in the habitations or within a distance of 1·5 km. The percentage of population served to the total population of the district was 89·36 whereas the State average was 93·23.

However, the district has been making steady progress in the field of Primary education and more number of schools are coming up in different parts of the district every year. The following table indicates the growth of Primary education in the district during the four years from 1979-80 to 1982-83.

Year	No. of Primary Schools		No. of teachers		No. of students	
			Males	Females	Boys	Girls
	1	2	3	4	5	6
(in thousand)						
1979-80	..	1,520	3,286	193	69	43
1980-81	..	1,588	3,420	204	71	44
1981-82	..	1,607	3,440	210	74	47
1982-83	..	1,607	3,440	210	79	52

There are 14 schools in the district for the education of the Muslim pupils. Three of these are Madrasa providing education up to Middle English school standard and the remaining 11 are Maktabas imparting education up to Primary school standard.

Maktabas

In the pre-Independence period Middle English education did not make much headway in the ex-State of Kendujhar. In the year 1907-08 there were only two Middle English schools and the number had increased to 10 when the ex-State merged with the Province of Orissa in 1948. The real progress was made only after Independence. In the fifties of this century the opening of the Middle English schools was accelerated and in 1960-61 their number rose to 60 including 3 schools for girls. Fifty-five of these schools were recognised by the Government. More rapid was the growth of Middle English schools during the next decade and by 1969-70 the number rose to 200 including four schools for girls. The increase in the number of students in these institutions was also remarkable. In the year 1959-60 there were 3,163 (2,749 boys and 414 girls) students studying in the Middle English schools in the district and their number spectacularly rose to 8,987 (7,526 boys and 1,461 girls) in 1969-70.

Middle
English
Schools

Though there is a gradual increase in the number of schools in the district, yet, it is not adequate as far as the growing population and the large area of the district are concerned. According to the Third All India Educational Survey Report towards the end of 1973, 68.86 per cent of the population in the district enjoyed the service of Middle English education within a distance of three kilometres whereas the State average for the same was 70.68 per cent.

The progress of Middle English education in the district during the four years from 1979-80 to 1982-83 is shown in the following table.

Year		No. of schools	No. of students		No. of teachers	
			Boys	Girls	Male	Female
1		2	3	4	5	6
1979-80	..	384	17,165	7,119	1,037	72
1980-81	..	398	17,224	8,255	1,061	76
1981-82	..	404	19,747	7,920	1,070	79
1982-83	..	407	21,819	10,985	Not available	

High English Schools

Spread of secondary education had been much delayed in the district. The long felt need for a High English school in the ex-State of Kendujhar materialised only in January 1934 when the Gibson High English School was established at Kendujhargarh. The school was named after E. C. Gibson, who was then Agent to the Governor-General, Eastern States. The numerical strength of pupils in the school on the 31st March 1935 was 202. The first batch of 17 students of this school appeared at the matriculation examination of the then Patna University in 1937-38 of which 15 came out successful.

Growth of secondary education was quite slow in the ex-State before Independence. At the time of merger in 1948 there were only two High English schools in the ex-State. In the succeeding years gradual improvement was noticed. The Government as well as private organisations attached much importance on the spread of secondary education and new schools were opened in different parts of the district. By the year 1959-60 the number of High English schools in the district had risen to 14 including 1 for girls. Out of these 14

schools, 10 were privately managed. The total number of students studying in these schools during the year was 2,095 (2,014 boys and 81 girls). In the year 1960-61, as per the Census of 1961, for every 759.947 square kilometres (292.4 square miles) of area and 67,574 population in the district it had one High English school against the State average of one High English school for every 427.275 square kilometres (164.4 square miles) and 47,948 persons. Thus, the facility of High English education enjoyed by the district was below the State average. Expansion of secondary education was more rapid in the 60s'. In the year 1969-70, the number of High English schools increased to 57 (recognised) of which 5 were for girls. The number of students also significantly rose to 7,984 (6,690 boys and 1,294 girls). Thus, during this decade the district experienced four-fold expansion in secondary education.

Although more and more schools are coming up every year, the district still remains below the State average in matters of secondary education. As per the findings of the Third All-India Educational Survey Report, 1973, only 53.22 per cent of the population of the district enjoyed the benefits of secondary education in their habitations or within a distance of 5 km. whereas the State average for the same was 64.42 per cent.

The following table shows the number of High English schools and the number of students and teachers therein in the district of Kendujhar from 1979-80 to 1982-83:—

Year	No. of schools		No. of teachers		No. of students	
	Boys	Girls	Male	Female	Boys	Girls
1	2	3	4	5	6	7
1979-80 ..	106	8	917	126	9,167	3,084
1980-81 ..	126	7	1,015	131	9,683	4,210
1981-82 ..	140	7	1,145	130	10,453	5,067
1982-83 ..	151	7	1,162	136	12,291	5,951

It is evident from the table that in 70s' the number of secondary schools in the district almost doubled towards the end of the decade.

The Utkal University was conducting the High English School Certificate Examinations till the annual examination of 1956 and thereafter the Board of Secondary Education, Orissa, Cuttack, took over the task from the Supplementary Examination of the same year.

Cambridge
and Convent
School

Established in the year 1966, the St. Mary's School, Barbil, now provides teaching facility up to Standard X and is affiliated to the Council for the Indian School Certificate Examination, New Delhi. During 1978-79, the institution had 724 students consisting of 395 boys and 329 girls and the number of teachers during the year was 23 (7 male and 16 female). The school provides hostel facility to the students. The institution also maintains one carpentry training centre for boys and an embroidery and a tailoring training school for girls.

The St. Teresa's School, Joda, was established in the year 1971. It imparts teaching up to standard VII. In 1978-79, there were 213 students (132 boys and 81 girls) and 11 teachers (2 male and 9 female) in this school. The institution is affiliated to St. Mary's School, Barbil.

The Nirmala Convent School, Kendujhar, was opened on the 15th March 1971. It imparts education up to standard V. The number of students in this institution during 1978-79 was 130, comprising 83 boys and 47 girls, and the teaching staff consisted of 2 male and 7 female teachers.

All these three institutions are under the overall management of the Bishop of the Baleshwar Diocese. The medium of instruction in all these institutions is English.

The Inspector of Schools with headquarters at Kendujhar is in overall charge of the education in the district. For administrative convenience, the district is divided into three educational districts, namely, Kendujhar, Anandapur and Champua. A District Inspector of School is posted to each of these educational districts and they work under the control and supervision of the Inspector of Schools, Kendujhar. A list of High English schools in the district is given in the Appendix.

Colleges

No provision for college education was available in the district of Kendujhar till the establishment of the Kendujhar Science College, now known as the Kendujhar College, at Kendujhargarh in 1957. Initially started as an Intermediate College in Science, the institution has been raised to the status of a full-fledged Degree College in Humanities, Science and Commerce faculties having honours teaching facility in a number of subjects. In 1964 another college was set up at Anandapur under the initiative of the local people. In recent years a few more colleges under private management have been started in the district. During the year 1983-84, there were 10 *(8 for men and 2 for women) Colleges in the district with 3,206 (2,572 men and 634 women) students and 157 (118 male and 39 female) teachers. The following table shows a list of colleges in the district:—

* Two more Colleges have been opened by 1984-85.

EDUCATION AND CULTURE

Remarks

No. of
teachers (1978-79)

No. of students
(1978-79)

Year of
establi-
shment

Name of the institution

Sl.
No.

Male

Women

Course in

Standard up to which
education is imparted

Sl.
No.

1. Kendujhar College, Kendujhar

1957 Degree Course in
Humanities, Science
and Commerce and
Post-Graduate Courses
in a few subjects

1,205

65

3

Government College.
There are three hostels
for students—two for
men and one for
women. Affiliated
to the Utkal Univer-
sity.

2. Anandapur College, Anandapur

1964 Degree Course in
Humanities and
Science

914

36

1

Aided by Government
There is one hostel
(T. & R. W. Depart-
ment) Affiliated to the
Utkal University.

3. Barbil College, Barbil

1978 Intermediate in Arts

37

4

3

Privately managed

4. Chandra Sekhar College, Champua

1977 Intermediate in Arts

261

9

..

Privately managed

5. Raghunath Jew Anchalik Maha-
vidyalaya, Rajanagar

1978 Intermediate in Arts

77

5

1

Privately managed

6. Tarini Thakurani Mahavidyalaya,
Ghatagan

1978 Intermediate in Arts

121

8

1

Privately managed

7. S. K. M. N. College, Soso

1978 Intermediate in Arts

60

5

1

Privately managed

8. Women's College, Kendujhar

1979 Intermediate in Arts

..

45

5

Privately managed

9. Kanak Manjari Women's College,
Anandapur

1982 (Recognised)

..

..

..

Privately managed

10. Rimuli College, Rimuli

1982-83 (Recognised)

..

..

..

Privately managed

11. Kusaleswar Anchalik College, (1983-84)
Kochianandi

..

..

..

Privately managed

12. Anchalik Mahavidyalaya, Hatadihi

(1980-81)

..

..

..

Privately managed

351

PROFESSIONAL
AND TECHNICAL
SCHOOLS
AND COLLEGES

For imparting training to the graduate teachers, the Anandapur Anchalik Training College, Fakirpur has been set up under private management. The Training College was recognised by the Government during the year 1980-81.

Secondary
Training
School

There are three Secondary Training Schools in the district located at Fakirpur, Kendujhargarh and Rimuli. The minimum educational qualification required for admission to this two-year training course is Matriculation standard. On completion of training, the trainees appear in an examination and the successful candidates are awarded Certificate of Teachership by the Board of Secondary Education, Orissa, Cuttack. The intake capacity of each of the training schools is 100 (80 men and 20 women). The school provides hostel facility for the trainees and each trainee is awarded a stipend of Rs. 75 per month.

Common
Service
Centre
(Tailoring),
Kendujhar

The Common Service Centre (Tailoring), Kendujhar, was started in the year 1959. It is attached to the District Industries Centre, Kendujhar and imparts two-year training in tailoring mostly to candidates belonging to the Scheduled Castes and the Scheduled Tribes. At present, there are eleven sewing machines for the purpose. During 1978-79, the Centre had 28 trainees (male) and one Master Cutter.

National Survey
Training
School,
Anandapur

The National Survey Training School, Anandapur was started on the 1st July 1977 at Salapada, near Anandapur. The institution imparts 55-day Kanungo training in survey and settlement work. It is a privately managed institution affiliated to the Board of Revenue, Orissa, Cuttack. During 1978-79, the school had 215 trainees and 5 teachers.

Nicholson
Forest
School,
Champua

Originally named as the Orissa States Forest School, its nomenclature was later changed to the Eastern States Forest School, and now it is known as the Nicholson Forest School, Champua. It was established in 1927 when Orissa was under the British administration. It was the only institution of its kind in the eastern zone. The school imparts intensive practical training of one year duration on the scientific management of forests to the Foresters and on completion of training the successful trainees are awarded certificates in forestry training. The institution is affiliated to and managed by the Forest Department, Government of Orissa and is under the administrative control of the Divisional Forest officer, Kendujhar Division, who is its Director. During 1978-79, it had 30 trainees and 3 instructors. All the trainees are provided with hostel facility.

Industrial
Training
Institute,
Barbil

The Industrial Training Institute at Barbil was established in the year 1964. The institute imparts training in nine trades, namely, electrician, wiremen, fitter, turner, machinist, motor mechanic, grinder, welder and stenography. The duration of course for each trade is one year excepting the trades like welder and stenography which are of two years duration. Both English and Oriya are used as the medium of instruction. The institute is affiliated to the State Council for

Training in Vocational Trade, Orissa, Cuttack and is managed by the Industries Department, Government of Orissa. There is a hostel with an accommodation for 80 trainees. It has a library too, containing 674 books in different languages. During 1978-79, there were 338 students (333 boys and 5 girls) and 31 instructors in the institute.

The Orissa School of Mining Engineering, Kendujhar was established in the year 1956. At first the institute functioned at the Orissa Engineering School, Jharsuguda, and in the following year i.e., 1957 it was shifted to Kendujhar. The institution was under the control of the Mining and Geology Department till the 31st March 1960 and then it was transferred to the Industries Department. It is affiliated to the State Council of Technical Education and Training, Orissa, Cuttack. The school imparts teaching in three-year (6 semester) Diploma course in Mining Engineering and post-diploma practical training for one year. The institution is only of its type in the State of Orissa. The annual intake capacity of the school is 55. During 1978-79 it had 151 students (boys) and 20 teachers. It provides a hostel for 100 students. The institution has a library consisting of 4,503 books.

Orissa
School of
Mining
Engineering,
Kendujhar

A Law College under private management was started at Anandapur in the year 1978-79. The College intends to impart education up to degree standard in law. During 1978-79, the pre-law class was opened with 75 students and 4 teachers.

Anandapur
Law College,
Anandapur

Incepted on the 8th September 1952 the Premalatika Kala Bhawan, Kendujhar, is a leading institution of its kind in the district for the propagation of music and dancing. The institution provides 4-year course in vocal and instrumental music and imparts training in dancing to interested pupils. The courses of training comprise Odissi Dance, Odissi Music, Hindustani Vocal Music, Table Guitar and Violin. The medium of instruction is Oriya. During 1978-79 it had 57 students (18 boys and 39 girls) and 2 teachers (male). It is affiliated to the Akhil Bharatiya Gandharba Mahavidyalaya Mandal, Miroj, Poona, and to Kalavikas Kendra, Cuttack. The school receives occasional government grants and aid from the local Municipality. The Kala Bhawan stages drama occasionally. It not only imparts teaching to its students, but also extends its service to the interested persons in other places like Barbil. No hostel facility is available for the students.

MUSIC AND
DANCING
SCHOOLS
Premalatika
Kala Bhawan,
Kendujhar

Though founded in 1975, the St. Mary's Music Academy at Barbil actually started functioning in 1977. It is managed by an autonomous body. Only the dance section of the Academy has been opened and during 1979-80 it had 23 students (girls) and a female teacher.

St. Mary's
Music
Academy,
Barbil

**ORIENTAL
SCHOOL
(Sanskrit Tol)**

The Stanskrit Tol at Tukuna established in 1932, is the only institution of its kind in the district. During 1978-79, the Tol had 45 students (30 boys and 15 girls) and 7 teachers.

**ADULT
LITERACY**

In 1949 the adult literacy drive was taken up by the Government of Orissa as a regular socio-educational programme. The programme is executed under the aegis of the Education Department and the Community Development Department. The District Organiser of Adult Education, Kendujhar, is in charge of executing the programme in the district and he works under the overall control of the Additional Director of Public Instruction, Orissa, who has been put in charge of executing the programme in the State. Two adult education schemes are now in operation in the district. These are Normal Adult Education Programme and Farmers' Functional Literacy Project. Under the Normal Adult Education Programme 30 adult literacy centres are functioning in the district of which 9 are for women. In each of these centres 20 adults are enrolled for a period of six months. Under the Farmers' Functional Literacy Project, fully assisted by the Central Government, 120 literacy centres (118 for men and 2 for women) are in operation, in each of which 30 adults are enrolled for ten months. Each centre is in charge of a teacher and female teachers are appointed in case of centres for women. Out of 150 instructors working in 150 centres, 83 are Primary school teachers and the rest 67 are unemployed persons of the locality. Each teacher gets a monthly salary of Rs. 50.

Literacy drive has also been launched through non-official agencies on voluntary basis. The Nehru Jubak Kendra, Kendujhar, has opened 40 centres in Kendujhar Block. The Sarbodaya Seva Samiti is also maintaining some centres in Banspal and Telkoi Blocks.

**CULTURAL,
LITERARY
AND
SCIENTIFIC
SOCIETIES**
Milanee
Sahitya
Samsad,
Kendujhar

The Milanee Sahitya Samsad, Kendujhar, established in 1962 is a leading literary and cultural organisation in the district. Promotion of literary and cultural activities in the tribal district of Kendujhar is its chief objective. The Samsad organises literary meetings and symposia; conducts fine arts and music competitions; stages dramas and other entertainment programmes at regular intervals. It also celebrates the birth day of prominent poets and writers and felicitates distinguished poets, writers and other persons of eminence by organising special functions. The organisation occasionally brings out a magazine named Milanee Banaveena. It receives financial aid from the Government of Orissa. A good library is also maintained by the Samsad. At present, the organisation has 73 (61 male and 12 female) members.

LIBRARIES

With the spread of education, there is a growing need for libraries both in the urban and the rural areas. Most of the educational institutions have had their libraries however small they might be. Now libraries have

sprung up at different places in the district through private or public enterprise. A list of some of the important libraries in the district is given in the following table:—

Sl. No.	Name of the library	Year of establishment	No. of books in the library	Daily average attendance in the library	Remarks
1	2	3	4	5	6
1.	Public Relation Reading Room and Information Centre, Kendujhar	1957	8,388	65	Managed by the Information and Public Relations Department, Government of Orissa.
2.	District Library, Kendujhar	1977	3,802	30	Managed by the Cultural Affairs Department, Government of Orissa.
3.	Swarnaprava Kendujhar	Pathagar, 1941	1,498	20	Privately managed. It published a magazine named "Jugajatri". It conducts competitions in different indoor and outdoor games.
4.	Gopaljee Kendujhar	Pathagar, 1943	4,800	55	Privately managed. It is a cultural as well as a philanthropic organisation. It undertakes programmes like adult education, charitable distribution of homoeopathic medicine to poor patients etc.
5.	Sikhya Bistar Kendujhar	Pathagar, 1960	1,011	45	Privately managed. It conducts athletic, fine arts and music competitions; stages dramas; renders voluntary social service at the time of natural calamities and festivals. In 1976, it did notable work in the tornado-affected areas in Purunabandhagoda. At times, it publishes books and collects manuscripts.
6.	N. A. C. Library, Joda	1974	1,385	26	Managed by the N.A.C., Joda.
7.	Central Library-cum-Reading Room, Joda	1976	7,765	52	Shifted from Barbil to Joda in July 1978. It is managed by the Ministry of Labour Department, Government of India, through the Welfare Commissioner, Iron and Manganese Mines and Labour Welfare Organisation for Bihar and Orissa, Barbil. It has five feeder libraries at the iron-ore mines areas of Kalta, Barsuan, Thakurani, Gorumahisani and Jilling.
8.	National Library, Barbil	1977	2,175	40	Privately managed.
9.	Kushaleswar Social Organisation Club, Deogan	1950	2,003	49	Privately managed.
10.	Baitarani Sports Club Library, Ghasipura	1977	352	20	Privately managed.

The area comprising the present district of Kendujhar has a long political and cultural history. Podasingidi in Anandapur subdivision had been an important centre of Jainism in the 8th century A. D. The remains of several Jain monuments lie scattered in the Boula mountain range of Kendujhar where an ancient Jain temple called Jogichhata is still extant. The rock painting of Sitabinji in Ghatagan police-station ascribed to the 4th century A.D. bears ample testimony to the development of art and culture in the area in the remote past.

Literary contributions of this area in the past are, however, not negligible, though much information in this regard still remains unexplored. Nevertheless six books, namely, 'Bhakta Vinoda,' 'Baula Charita,' and 'Ramagatha' (17th century); 'Avsa Sastra, and 'Ambika Vilasa' (18th century); and 'Rasamuktavali' (19th century) were published in 1939 and 1940 under the caption 'Kendujhar Granthamala' by Balabhadranarayana Bhanja, the then ruling chief of the Kendujhar ex-State.

The Bhanja kings of Kendujhar were great patrons of literature. Raja Govinda Bhanja, a king of the Kendujhar ex-State in the early part of the 17th century, wrote the Kavyas 'Bhakta Vinoda', 'Baula Charita', 'Ramagatha', and 'Charana Sudhanidhi' of which the former three books have been published as mentioned earlier. Recently Charana Sudhanidhi or 'Shricharana Sudhanidhi' has also been edited and published.

Maharaja Jagateswar Narayana Bhanja's (1758—62) 'Asva Sastra' (published in 'Keonjhar Granthamala') is a treatise on Veterinary Science in Sanskrit. It is an elaborate commentary on the text 'Salihotra Sastra' (a text on the characteristics and treatment of horses) written by Bhavasen of Kanchi. A drama bearing the name *Bhanjamahodayam* was written by one Nilakantha Mishra of Kendujhar in the last quarter of the 18th century. It is an important work as the history of the Bhanja kings of Kendujhar is narrated by the hero Ananga Kalebara of the drama by way of conversation with his beloved Priyamvada. It also throws light on the political condition of the 18th century and the geography of different small estates of that time. During the reign of Balabhadra Bhanja, (18th century) of Kendujhar the famous poet and writer Brajanath Badajena of Dhenkanal wrote his Kavya 'Ambika Vilas' under his patronage.

Janardana Bhanja (1797-1832) was the author of 'Smrityarnava' (a treatise on Smriti) and 'Lila Lata' (a poem). Maharaja Gadadharanarayana Bhanja (1839-61) was a scholar of repute. His famous works are, 'Rasamuktavali' (published in 'Keonjhar Granthamala') and 'Lavanya Rasamrita Lahari'.

Among other poets and writers of the district mention may be made of Kabichandra Badapanda Basudev Mishra, Paramananda Mishra, Norottam Pattnaik, Pranaballav Pattnaik, Radhakishore Dhal, Kshetramohan Mishra, Jayakrushna Padhi, Benudhar Rout, Gangadhar Bal, Babaji Padhi, Dr. Sarata Chandra Pradhan, Kesab Chandra Nayak, Narayan Ch. Sarangi, Nabakishore Mahanto, Bipin Bihari Das, Satrugana Mohanty, Bidyadhar Routroy, Kailash Sinha, Benudhara Pattanaik, etc.

APPENDIX I

LIST OF HIGH ENGLISH SCHOOLS IN KENDUJHAR DISTRICT
(1978-79)

GOVERNMENT HIGH ENGLISH SCHOOLS

1. D. N. High English School, Kendujhar
2. B. N. High English School, Anandapur
3. Mahatab High English School, Champua
4. G. N. High English School, Suampatana
5. Kushaleswar High English School, Deogan
6. Government Girls' High English School, Kendujhar
7. Town Girls' High English School, Kendujhar
8. Government Girls' High English School, Anandapur
9. Government Girls' High English School, Deogan

AIDED HIGH ENGLISH SCHOOLS

1. A. B. C. D. High English School, Chhelianal
2. B. K. High English School, Karanjia
3. Baneikala High English School, Baneikala
4. Balibandha High English School, Balibandha
5. Balukeswar High English School, Soso-Kanpur
6. Bhagabati Bidyapitha, Bhandaridiha
7. B. P. High English School, Bangore
8. Banko High English School, Banko
9. Barahi High English School, Bancho
10. Badadumuria High English School, Badadumuria
11. C. B. High English School, Chauthia
12. C. S. High English School, Bodapalasa
13. Charchika High English School, Kaliahata
14. Draupadi High English School, Barbil
15. Dhenka High English School, Dhenka
16. D. B. High English School, Taruan
17. D. B. High English School, Turumunga
18. Dhanei Bidyapitha, Khaliamenta
19. D. A. V. Bolani School, Bolani
20. Fakirpur High English School, Fakirpur
21. Gedma High English School, Gedma
22. Gojaparhar High English School, Gojaparhar
23. Gumura High English School, Gumura
24. Hatadihi High English School, Hatadihi
25. Harichandanpur High English School, Harichandanpur
26. Jhumpura High English School, Jhumpura
27. Joda High English School, Joda

28. Jyotipur High English School, Jyotipur
29. Japidas Bidyamandir, Badrampas
30. Jagannath Bidyamandir, Ashoknagar-Batto
31. Janamangal High English School, Dimbo
32. Janamangal High English School, Keshadurapal
33. Jhadeswar High English School, Ghasipura
34. Jananta High English School, Gobardhan
35. K. B. High English School, Bhandra
36. K. B. High English School, Sadei
37. Kalikaprasad High English School, Kalikaprasad
38. Kalyani Bidyapitha, Garhbandhagoda
39. Khircitangiri High English School, Khireitangiri
40. Kundulei High English School, Belbahali
41. L. N. High English School, Ramachandrapur
42. Mugupur High English School, Mugupur
43. Murusuan High English School, Murusuan
44. Mahalaxmi High English School, Padmapur
45. Mahapat High English School, Janghira
46. M. C. Bidyamandir, Nandipadahat
47. Nehru High English School, Sainkula
48. Padua High English School, Padua
49. Panchayat High English School, Kendeiposi
50. Rimuli High English School, Rimuli
51. Rajanagar High English School, Rajanagar
52. Raisuan High English School, Raisuan
53. R. B. High English School, Sadang
54. Saharapada High English School, Saharapada
55. Salabani High English School, Salabani
56. S. N. Bidyapitha, Dhenkikote
57. Tarimul High English School, Tarimul
58. Tarini Bidyapitha, Ghatagan
59. Telkoi High English School, Telkoi
60. T. M. Academy, Danara
61. Udayapur High English School, Udayapur
62. Ukhunda High English School, Ukhunda
63. Kiriburu High English School, Kiriburu
64. Bameibari High English School, Bameibari
65. G. C. Girls' High English School, Orali
66. D. N. Bidyapith, Alati

NON-AIDED RECOGNISED HIGH ENGLISH SCHOOLS

1. Kalinganagar High English School, Kalinganagar
2. Sirigida High English School, Sirigida
3. P. K. High English School, Binida

4. A. K. Bidyapitha, Khalpal
5. Bansidhar Bidyapitha, Madanpur
6. Nandini Devi High English School, Kanpur
7. Laxmidhar Bidyapitha, Kodapada
8. B. C. High English School, Baharipur
9. Pragati High English School, Maidankel
10. M. P. High English School, Birakishorepur
11. Panchasakha High English School, Amuni
12. Santhabhanja High English School, Palasapanga
13. Madhuban High English School, Kanskendua

HIGH ENGLISH SCHOOL UNDER LOCAL BODIES

1. Municipality High English School, Kendujhargarh
2. Municipality High English School, Barbil
3. Nalda High English School, Nalda

HIGH ENGLISH SCHOOL UNDER OTHER MANAGEMENT

1. Daitari High English School, Daitari (Managed by Company)

H. & T. W. DEPARTMENT HIGH ENGLISH SCHOOLS

1. Government High English School, Suakati
2. Government Girls' High English School, Suakati
3. Government High English School, Matkambada
4. Government High English School, Naranapur
5. Government High English School, Jagannathpur