

CHAPTER XV

EDUCATION AND CULTURE

188. Historical Background

(a) Centres of Learning in Early Times

During medieval period, the land of Sambala was a seat of Tantric Buddhism. It is said to be the land where the Sambara Tantra was propounded by Pitopada, a famous Siddha. The Sambara Tantra was translated into Chinese by Jayadratha of Lanka (modern Sonepur of Balangir district). Acharya Pitopada who was a famous teacher in the Ratnagiri Mahavihara is said to have attained the Siddhi of invisibility at Sambala.¹ A great Buddhist Vihara (monastery) is said to have developed during the medieval period at Muchalinda (identified with Melchhamunda in Padampur Subdivision). This Muchalinda Vihara,² the ruins of which are still to be seen, was a famous centre of learning where Buddhist and Hindu philosophies were being taught.

(b) Old Poets

Gopal Telenga

Gopal Telenga was a soldier under Raja Ajaya Singh of Sambalpur. He translated the *Adhyatma Ramayana* into Oriya near about 1745 A. D. This Ramayana was very popular in western Orissa and Ganjam.

Bhecma Dheebara

We are still in dark about the exact time and bio-data of this poet. It is only conjectured that he belonged to the 17th Century. According to Tarini Charan Rath, he was a resident of Rairakhol. He made substantial contribution to Oriya literature by his literary works namely, *Kapatapasa* (କପାତପାସା), *Bharata Sabitri* (ଭାରତ ସାବିତ୍ରୀ).

¹ Indrabhuti, the king of Sambala (Sambalpur), and his sister Lakshmikara are counted among the traditional 84 Siddhas. Indrabhuti propounded the Vajrayana system of Buddhism and Lakshmikara who was his disciple laid the foundation of the Sahajayana system. In his famous book "Gyana Siddhi", Indrabhuti declared Jagannath as the primordial Buddha (Adi Buddha) and probably from that time onward Jagannath has been regarded as Buddha. Indrabhuti's son Padmasambhava went to Tibet at the invitation of King Srong-Sang-Gampo and with the help of his brother-in-law Santa Rakshita he succeeded in making a synthesis of the local faith and the Vajrayana system of religion, thus establishing Lamaism in Tibet. There Padmasambhava is regarded as the second Buddha.

² Sambalpur University—First Convocation Souvenir (1968)—P. 6

Bheema Bhoi

He was born blind in village Kankanpada of Rairakhol, about 1855. He belonged to the Kondh tribe. Bereft of his parents in his childhood, he took to daily labour to earn his livelihood. Everyday, it is said, he used to listen to the Bhagabata read by somebody in his village and in course of this he memorised the entire Bhagabata. This testifies to the wonderful memory he was endowed with. He was a gifted poet. He could compose poems extempore. Though blind and deprived of education, he composed verses which reveal high philosophical thoughts and divine inspiration. Attracted by the Alekh religion in the prime of his youth, he went to Joranda (Dhenkanal)—the seat of this religion and joined the Order. He established a *math* (monastery) at Khaliapali in Sonapur, where he spent the last years of his life preaching the religion. The monastery still exists. He had a considerable following in the adjoining areas largely lying in Sambalpur district. He died at Khaliapali in 1895. Oriya literature has been enriched by his writings. He was the author of *Stutichintamani* (ସ୍ତୁତିଚିନ୍ତାମଣି), and *Bhajanamala* (ଭଜନମାଳା).

Gangadhar Mishra

Poet Gangadhar Mishra belonged to the 1st half of the 17th Century. He wrote the historical Kavya in Sanskrit called *Kosalananda Maha Kavyam*. He wrote it under the patronage of Baliar Singh, the then ruler of Sambalpur. This work supplies valuable information regarding the history of Patna (Balangir) and Sambalpur.

Gangadhar Meher

Born on the 9th August, 1862 (on the fullmoon day of Sravana) in a poor weaver family, Gangadhar Meher is counted today among the few great and immortal Oriya poets. He studied only upto the 5th class (Upper Primary) in the village school (Chatasali) and could not read further as he was not able to pay for his education. The fact that he could buy books worth two rupees only during his entire school career clearly illustrates his utter poverty. But his little education could not prevent his zeal for study and he himself read various books in Oriya, Sanskrit and Bengali. He began his service in the Barpali Zamindari with a pay of Rs. 7/ per month. At the age of twenty-two he wrote his first book *Indumati* which earned him the fame of a poet. He was the author of *Tapaswini*, *Kichaka Baddha*, *Kavita Kallola*, *Pranaya Ballari*, *Utkal Lakshmi*, *Ayodhya Drusya*, *Padmini* and *Arghya Thali*. These are works of high literary order. Oriya literature owes much to him for these works. He died on the 4th April, 1924.

Raja Sir Basudev Sudhal Dev, K.C.S.I. of Bamra (1851—1903)

He was the patron of the Oriya weekly *Sambalpur Hitaisini* edited by Pandit Nilamani Vidyaratna. He himself wrote in Sanskrit a book called *Alankar Bodhodaya* on Sanskrit rhetoric. It became a text-book in degree classes. His outstanding work was *Chitrotpala* in Oriya poetry giving a description of river Mahanadi. It is as good as a treatise on geography.

Raja Shri Sachidananda Tribhuvan Dev of Bamra (1873—1916)

He wrote a supplement to his father's *Alankar Bodhodaya*. He also wrote *Baidik Prakruti*, *Maya Sabari* and *Kadambari*. His book *Baidik Prakruti* was in blank verse, which was about the beginning of the Oriya prose literature.

Badakumar Balabhadra Dev

He was a son of Sir Sudhal Dev and wrote a number of poems following the style of Radhanath Ray.

Jalandhar Dev (Adopted son of Sir Sudhal Dev)

He was a regular contributor to the monthly journal *Utkal Sahitya* of Biswanath Kar. In addition to original poetry, he was a noted literary critic.

Literary talent also exhibited itself among the ladies of the Bamra Raj family. There are some excellent pieces written by ladies which had appeared at different places.

(c) Beginning of Western Education

Western education had its beginning in the district with the foundation of the Zilla School at Sambalpur in 1852. It was originally a Middle English School and it was converted into a High School in 1885. The number of students on the roll rose from 142 in 1886 to 214 in 1906-7 and to 484 in 1930. There were eight classes. In the four top classes the medium of instruction was English. Vernacular, Sanskrit and Persian were the other languages taught. Oriya continued to be the medium of instruction in the lower classes. English was taught as a second language in those classes.

In Bargarh Subdivision, western education began in 1908. The George High English School at Bargarh originally started as an upper Primary School in 1862 and was converted into a middle English School in 1908. The fourth, third and second classes were opened in 1915, 1916 and

1917 respectively. In 1919, the Patna University accorded sanction to the opening of the Matriculation class and the class started from the beginning of 1920. The average roll number of students rose from 140 in 1920 to 175 in 1930. Details of these schools have been given elsewhere in this Chapter. During 1930, besides these two High English Schools, there were six Middle English Schools in the district.

Some time elapsed when western education made its start in the ex-States of Bamra and Rairakhol. The state of education prevailing in 1907-08 in both those ex-States (now in Sambalpur district) is given below:—

Rairakhol

Education was very backward in the ex-State and endeavours were made to open more schools. The number of schools in 1907-08 was 5 and only 282 pupils were on the roll. There was also a Girls' school. There were signs of a growing interest among the better class of agriculturists in education and the number of schools increased to 13 during 1908-09. A Sub-Inspector of Schools was in charge of Education Department of the ex-State.¹

Bamra

English Education was introduced in Bamra ex-State (now Deogarh and Kuchinda Subdivisions) in about 1892, when an English School was established by Sir Basudev Sudhal Dev, the then ruler of Bamra. This English School was converted into a High School later on. Mary Pathasalas, Lower Primary and Upper Primary Schools were opened to feed this High School. There were altogether 33 schools besides some Pathasalas. All these schools were maintained by the ex-State administration. Primary education was free. Parents were liable to be penalised if they did not send their children to the school when they attained a certain age. Thus, Raja Basudev Sudhal Dev had introduced the system of free and compulsory primary education. There was, at the headquarters, a school for girls and a special school for the education of Gandas. During 1907-08, Rs. 7,162 was spent on education.

During 1941-42 the position was different. The number of school in Bamra ex-State was 68 and of scholars 5,018. Primary education continued to be free and a nominal fee of four annas to ten annas continued to be charged in the two Middle English Schools. The total expenditure

1. Based on Orissa Feudatory States—L. E. B. Cobden Ramsay.

on education was Rs.41,496. The table below shows the number of various types of schools and students in each during the said period (1941-42).

Types of Institution	No. of Institutions	No. of Students		Total
		Boys	Girls	
1. High School ..	1	209	2	211
2. Middle English Schools.	2	160	..	160
3. Middle Vernacular School (Girls).	1	..	3	3
4. Upper Primary School (Girls).	1	..	84	84
5. Upper Primary Schools (Boys).	21	1,577	358	1,935
6. Lower Primary School (Girls).	1	..	65	65
7. Lower Primary Schools (Boys).	40	2,041	464	2,505
8. Infant School ..	1	48	7	55
Total ..	68	4,035	983	5,018

The High School at Deogarh was the only High School in this ex-State. The teaching staff consisted of 12 members, of whom 4 were Graduates including 3 trained Graduates, one I. Sc., one I. A., five Matriculates, 2 of whom were trained, and one classical teacher called Sanskrit Pandit. The average roll number was 200 and the average daily attendance was 176.¹

189. Literacy and educational standards

(a) Growth of Literacy

The condition of the district in respect of education, as obtaining in the early part of this century, has been described by L. S. S. O' Malley² in 1905-07 in these words—"Sambalpur is one of the most backward district in Bengal³ in respect of education, largely it may be conjectured, because a considerable proportion of the population is composed of

¹ Administration Report of the Bamra State, 1941-42.

² Sambalpur District Gazetteer by L. S. S. O' Malley (1909)—P. 194.

³ After being transferred from Central Provinces in 1905, Sambalpur remained a district in Bengal Province during 1905—12.

aboriginals or semi-aboriginals, who are poor, ignorant and indifferent to the benefits of education. How backward the district is may be realised from the statistics of literacy obtained at the census of 1901. The only test of literacy was ability to read and write, people of any age who could do this being entered as literates and those who could not as illiterate. The qualification seems a simple one, but even so not more than 3.3 per cent of the male population were able to fulfil it, while the total number of females able to read and write was only 400. These figures indicate a very low standard of education—indeed, they show that Sambalpur is the most backward district in Bengal—but on the other hand there can be no doubt that there has been a marked advance in recent years. Thirty years ago, it is reported, a man able to read and write was hardly to be found in any village, and men had to be imported from Cuttack for the posts of school-masters and *patwaris* and for other appointments involving clerical work. There is now no lack of local men for such posts, and of late years an increasing number of students have taken University Degrees and gone farther afield to earn their livelihood in various professions.”

Further evidence of progress is afforded by the statistics showing the number of pupils under instruction, from which it appears that in 1880-81 there were 3,266 children attending school and 7,145 in 1890-91. After the latter year, the number of Primary Schools gradually increased until in 1897 there were 153 schools attended by nearly 9,000 pupils. In 1898, however, the financial embarrassment of the District Council necessitated the closure of 82 schools and the number of pupils under instruction consequently fell to 4,244 in 1900-01. This measure created great discontent. Government was memorialised and eventually in 1901, it awarded a grant for opening 50 new schools. In the next year an additional grant was made for converting the combined “system and-result aided” schools into District Council Schools, and the number of pupils under instruction consequently rose to 9,376 in 1903-04. On the transfer of the district with a diminished area to the province of Bengal in 1905 the number of schools and scholars was reduced by 16 and 1,353 respectively. In the few years which have since elapsed, there was considerable progress, the result being that there were more than three as many children at school as there were in 1880-81. The majority of the schools were maintained by the District Council, but their number was small. In most Zamindaris it was impossible for the inhabitants to send their children to school, however anxious they might be to do so.

The pace of progress was gradual. During 1906-07, there were 120 schools attended by 10,852 students, that is, there was one school for every 31 square miles and for every 22 villages and 1.7 per cent of the population received education. The schools included one High English

School, 6 Middle Vernacular Schools and 113 Primary Schools. Of these schools, 8 were managed by Government, 97 by the District Council, 4 by the Sambalpur Municipality and 11 (10 unaided and one aided) by private persons. There were no technical schools and no special schools for backward races, with the exception of a small school maintained by the Baptist Mission at Sambalpur.

In 1931, 4.2 per cent of male population and 3 per cent of female population were literates. During this time, there were 457 schools in the district attended by 23,756 students, that is, there was one school for every 8 square miles and 3.01 per cent of the population received education. There were 2 High English Schools, 6 Middle English Schools, 10 Middle Vernacular Schools and 436 Primary Schools, besides 3 Special Schools viz., 2 Elementary Training Schools and one Sanskrit Tol. Of these schools, 8 were managed and aided by Government, 196 by the District Council, 14 by the Sambalpur Municipality and 239 (232 aided or stipendiary and 7 unaided) by Private persons. There were no technical schools. There were 20 schools meant for depressed class students and 2 for aboriginals.

At the 1951 Census, we find that there were one College, 11 High Schools, 42 Middle Schools and 725 Primary Schools. The 1961 Census records 6 Colleges, 22 High Schools, one Higher Secondary School, 150 Middle Schools and 1,634 Primary Schools.

In the census of 1961, we get the following on literacy¹—“The total number of literates returned for the district in the Census of 1961 is 345,972; of whom 281,153 are males and 64,819 are females. The percentage of literacy comes to 22.9 comprising 18.6 males and 4.3 females against the State averages of 17.4 per cent and 4.3 per cent respectively. The percentage of literacy in the district has gone up from 16.3 in 1951 to 22.9 in 1961. Taking the male population alone, the percentage of literates is 37.2. Similarly among the females, the percentage is 8.6. The corresponding figures of 1951 for males and females are 28.4 and 4.3 respectively. Of the total literates, 273,389 do not have any educational level, 60,811 have read up to primary or junior basic standard and the remaining are either Matriculates or have higher qualification.

“In as much as persons of the age, 4 years or less, have no chance of acquiring literacy, they may be excluded from the total population for the purpose of calculating the percentage of literacy

1. District Census Hand Book, Sambalpur (1961)—pp. 28-30

for the district which, in that case, turns out to be slightly higher. The following table gives comparative data worked out on this basis for the two censuses of 1961 and 1951.

Census		Percentage of literacy		
		Persons	Male	Female
1961	..	26.3	21.4	4.9
1951	..	18.2	15.8	2.4

"Thus an improvement is noticed in 1961 to the extent of 8.1 per cent in the total population above the age-group of 0.4 years. Since children in the age-group of 0.4 years do not generally attend any school, it may be more rational to assume the percentage of literacy for the district to be 26.3 comprising 21.4 males and 4.9 females."

"The level of literacy is slightly above the average level for the State, as a whole, which contains many areas much more backward than Sambalpur. Percentage of literacy in the urban and rural areas in the district separately are 43.0 and 21.3 respectively against the State averages of 44.2 and 20.1.

"The table below gives the number of literates and the percentage of literacy in different subdivisions of district".

Subdivision		No. of literates	Percentage of literacy
1. Sambalpur	...	135,585	26.6
2. Bargarh (including Padampur).		147,244	21.3
3. Deogarh	—	26,789	22.3
4. Kuchinda	—	24,333	18.3
5. Rairakhol	—	12,021	22.9

"The rate of literacy is the lowest in the Kuchinda subdivision and the highest in the Sambalpur subdivision. Among the police stations, the highest standard of literacy is recorded in Hirakud P.-S. (40.9 per cent) and the lowest, in Paikmal P.-S. (13.3 per cent)".

(b) Number of literates

The number of literate persons in the district at the census of 1951 was 211,918 consisting of 183,975 males and 27,943 females. This number rose to 345,972 (281,153 males and 64,819 females) at the 1961 Census. The following table shows the division of literates by educational standards as compiled from the 1961 Census.

Educational Standards	Total	Male	Female
1. Literates (without educational standard).	273,389	218,846	54,543
2. Literates (with educational standards.)	72,583	62,307	10,276
(A) Primary or Junior Basic ...	60,811	51,307	9,504
(B) Matriculation or Higher Secondary.	10,200	9,528	672
(C) Technical Diploma (not equal to Degree).	118	114	4
(D) Non-Technical Diploma (not equal to degree).	24	23	1
(E) University Degree or Post-Graduate Degree other than technical Degree.	1,180	1,107	73
(F) Technical Degree (Equal to Degree or P. G. Degree)—			
Engineering ..	112	112	..
Medicine ..	58	52	6
Agriculture ...	6	6	..
Veterinary ..	4	4	..
Technology ...	10	10	..
Teaching ..	58	42	16
Others ..	2	2	..
3. Total Literates ...	345,972	281,153	64,819

(C) Spread of Education among Women

If we take a backward view of about 70 years, we find the picture, so far as it relates to female education, as follows. In 1900-01, only 471 girls were attending school, but the number rose subsequently in 1906 to 1332, of whom 899 read in boys' schools and 433 in girls' schools. There were only six Upper Primary Girls' Schools situated at Sambalpur, Rampella, Attabira, Barpali, Bargarh and Padampur, and were all managed by Government. These Schools were formerly District Council Schools, but were transferred to the control of Government in 1903. So opportunities of education available to females during this time were only up to Upper Primary standard. Then during the next two decades, there was a steady advance in all classes of schools. Three of the schools had become Middle Vernacular Schools, and were managed by Government. They were situated at Sambalpur, Bargarh, and Rampella. Besides, there were 5 Upper Primary Girls' Schools and 15 Lower Primary Girls' Schools.

The position in 1931 is noted as follows by the author Srim Nilamani Senapati, I. C. S., who, as Deputy Commissioner of Sambalpur, was the President of the Managing Committee of the Zilla School at Sambalpur:

"A proposal came for admission of girls in the High School classes. I was in favour. All the non-official members were against. They apprehended, if girls were admitted boys would be withdrawn. I ordered admission of girls and waited to see the result. No girl came forward for admission. No boy withdrew. Virtually, the door to High School education for girls remained closed until a decade later when Lady Lewis Girls School was started."

The progress made in the subsequent years was not appreciable. Even after a lapse of nearly 30 years (i. e., in 1961), the district could have only 1 Girls' High School, 10 Girls' Middle Schools and 26 Girls' Primary Schools. During 1965-66, the picture was somewhat different. There were 8 Girls' High Schools, 21 Girls' Middle Schools and 29 Girls' Primary Schools. The total number of girls attending all types of schools was 58,058 in 1965-66, as against 1,529 in 1958-59. A Women's College has also been established at Sambalpur in 1959, which provides instruction up to degree standard in Arts.

(D) Spread of Education among Backward classes and Tribes :

L. S. S. O' Malley¹ said in 1906-07—"Altogether 1,119 children belonging to backward races or aboriginal tribes are under instruction, but great difficulty is experienced in persuading the forest tribes to send their children to school".

¹Sambalpur District Gazetteer (1909) by L. S. S. O' Malley

The following account by F. C. King¹ gives the position obtaining in 1930—"There are 20 Primary Schools, specially meant for depressed class pupils, attended by 714 pupils. The total number of children of the class, now attending school is 1,981. There are 2 Primary Schools specially meant for aboriginal tribes, attended by 95 pupils, while the total number of such pupils in all classes of schools is 1,990. These figures show an advance in the education of these classes, as there were only 1,119 aboriginal children at school in 1906-07".

In Manesar (Maneswar) Lower Primary School in 1930, the author Shri Nilamani Senapati, I. C. S., Deputy Commissioner of Sambalpur, found a Ganda boy sitting in the open outside a room where a class was going on. The teacher feared that if the untouchable boy sat in the room, the other boys would be withdrawn from the school. The Deputy Commissioner took the boy by hand and seated him in the class. He ordered that even if all the other boys were withdrawn, the school would go on with only one Ganda boy. Actually nothing happened. The school went on as usual. It is not that untouchability was abolished. But no parent dare to defy the Deputy Commissioner's decision².

The District had its own cause of educational backwardness. As stated earlier, a considerable proportion of the population is composed of aboriginals or semi-aboriginals who are poor, ignorant and indifferent to the benefits of education. It is very difficult to persuade the tribes to send their children to school. The people of backward classes and tribes think it more beneficial to put their children to work than to send them to school. Their children actually help them to add to their paltry income which is hardly sufficient to feed them daily. So the potent cause which prevents them from taking to education is their economic backwardness. Unless financial assistance is available from some quarters, they cannot afford to defray the requisite expenses of education. So, the necessity arose to establish special types of school where these students can get every help from Government. After independence, this question gathered momentum. Special types of schools, called Ashram Schools and Sevasrams, were opened in areas where the tribes preponderated. The Ashram Schools are residential schools for the tribal students and these are designed to impart general education together with training in crafts like agriculture, weaving, carpentry, bee-keeping, etc. The entire cost for their boarding, lodging, dresses and for reading materials are borne by State Government. There are eight Ashram

¹Sambalpur District Gazetteer (1932) by F. C. King

²The Paurusha (Oriya monthly) October 1968. P. 22

Schools including one Kanyashram (Girls' Middle School). Three of these schools, that is, at Bhojpur, Kansar and Bijayapali, have already been upgraded to High Schools. The following statement gives the list of these Ashram Schools with a few details in respect of each (as in 1968-69).

Name of Ashram School	Year of establishment	No. of students	No. of teachers
1. Banjari	.. 1950-51	130	10
2. Bhojpur *	.. 1950-51	196	17
3. Charadapali	.. 1955-56	75	9
4. Narsinghnath	.. 1956-57	69	9
5. Padampur Kanyashram	.. 1958-59	109	9
6. Kansar **	.. 1960-61	134	14
7. Bijayapali*	.. 1960-61	157	17
8. Arda	.. 1961-62	63	8
Total	..	933	93

The Sevashrams are day schools of Lower Primary standard in which admission is open to students belonging to scheduled tribes, scheduled castes and other backward classes. These students also receive every kind of help from Government. There were, during 1968-69, 165 Sevashrams with 8,968 students and 397 teachers.

The subdivisionwise break-up of Sevashrams is as follows:—

Name of Subdivision	No. of Sevashrams	No. of students	No. of teachers (Sevaks)
1. Bargarh (including Padampur)	84	2,382	204
2. Deogarh	.. 5	161	10
3. Kuchinda	.. 9	316	16
4. Rairakhol	.. 10	530	18
5. Sambalpur	.. 57	5,579	149
Total	.. 165	8,968	397

*Upgraded to High School status from 1965-66

** Upgraded to High School status from 1966-67

Government is also giving stipends and grants to the students belonging to the scheduled castes and tribes who read in other schools

190. General Education : Schools and Colleges

(A) Primary and Basic Schools

During 1906-07, altogether there were 92 Upper Primary Schools and 15 Lower Primary Schools for boys. The number of scholars was 9,178, as against 6,624 attending 64 Upper Primary and 50 Lower Primary Schools in 1901-02. There were also six Upper Primary Schools for girls attended by 433 scholars. The curriculum in the Primary schools was somewhat different from that in other districts of Bengal. Besides reading, writing and arithmetic, the course of instruction comprised simple lessons in the structure and growth of plants, the methods of agriculture, the preparation of the *Patwari's* village records and registers, the incidents of different land-tenures, the local law of the landlord and tenant and the system of accounts kept by the village money-lenders. The course of study for girls was nearly the same as for boys, except that needle-work was taught as a compulsory subject and the lessons in agriculture and land-tenures were omitted.

During 1929-30, there were 54 Upper Primary and 362 Lower Primary Schools for boys attended by 20,746 scholars. There were also 5 Upper Primary and 15 Lower Primary Schools for girls. The total number of girl scholars attending Primary classes (of boys' and girls' schools) was 4,302.

During 1951 Census, there were 725 Primary Schools and this number rose to 1,634 in 1961. During 1965-66, the number of schools further increased to 1,976 (1,947 for boys and 29 for girls) attended by 138,189 scholars (90,081 boys and 48,108 girls). In 1968, there were 2,046 Primary Schools including 16 for girls. Besides these Primary Schools, there were also 2 Senior Basic Schools and 36 Junior Basic Schools attended by 385 and 3,468 students respectively.

(B) Secondary Schools

Earlier, the only High School maintained by Government was the Zilla School (now called Chandra Sekhar Zilla School). The School was founded at Sambalpur in 1852*. It was originally a Middle English School, but was converted into a High English School in 1885. Before shifting in 1927 to the commodious double-storied building (now occupied by G. M. College), it was situated in a small

*This date (i. e., 1852) is stated in Sambalpur District Gazetteer (1909) by L. S. S. O' Mallej. But it is 1858 in Sambalpur District Gazetteer (1932) by F. C. King. The headmaster of the School reported that it was established in 1852 and it grew into a Zilla School in 1864.

building in the heart of the town. In 1956, it shifted to its present building at the foot of the Circuit House hill. The number of students rose from 142 in 1886 to 214 in 1906-07 and to 484 on the 31st March 1930. In 1930, there were 25 teachers on the staff. Eight of them were graduates. All the teachers, excepting three, were trained. There were eight classes, all of which were duplicated. In the four top classes, the medium of instruction was English. Vernacular, Sanskrit and Persian were the other languages taught. Oriya was the medium of instruction in the last four classes. English was taught as a second language in those classes. There was provision in the school for teaching of the four principal vernacular languages, namely, Hindi, Oriya, Bengali and Urdu. The teaching of Physics and Chemistry was also provided by this time. The attached hostel had accommodation for 50 boarders, as against 20 in 1906-07. During 1968-69, the number of students swelled to 822 (all boys) and of teachers to 32. There are six classes, i.e., from VI to XI. Classes VI and VII have been divided into 2 sections, classes VIII and IX into 4 sections, and classes X and XI into 3 sections.

The other high school, called the George High English School, Bargarh, originally started as an Upper Primary School in 1862, and was converted into a Middle Vernacular School in 1868, and further converted into a Middle English School in 1908. The School was maintained by private funds and aided by Government. The fourth, third and second classes were opened in 1915, 1916 and 1917 respectively. The Patna University accorded sanction to the opening of the Matriculation class on the 22nd November, 1919 and the class was started from the beginning of 1920. The average number of students rose from 140 in 1920 to 175 in 1930. The high school building was constructed with the help of a contribution of Rs. 23,000 from Government, Rs. 20,900 received from sale-proceeds of the old Middle Vernacular school building, and a public donation of Rs. 8,994-8-7. Two hostels were attached to it, with accommodation for 101 boarders. Up to 1930, therefore, these two were the only High Schools in the district. During 1968, there were 746 students and 26 teachers in this school. There were 16 classes—Classes VI and XI were duplicated, and classes VII, VIII, IX, X were triplicated.

On the Middle Schools during 1906-07, the Sambalpur District Gazetteer (1909) by L. S. S. O' Malley states—"There is no Middle English School, but six Middle Vernacular Schools have been established, which are attended by 1027 pupils, as against 104 in 1901-02. One of these schools, the Patnaikpara School at Sambalpur is maintained by the Municipality, and five, situated at Bargarh (converted into M. E. School in 1908), Remenda, Rampela, Barpali and

Tamparasara, are maintained by the District Council. Each of the latter five schools has a boarding house attached to it. They are all first-grade Middle Vernacular Schools, i. e., are merely Primary schools with two extra classes, thus continuing the course of primary education for two years longer". The inspecting agency, during this period, consisted of a Deputy Inspector of Schools and two Sub-Inspectors. In 1930, there were 6 Middle English Schools and 10 Middle Vernacular Schools. These were attended by 568 and 526 pupils respectively. Of the Middle Vernacular Schools, 3 were for girls maintained by Government and attended by 358 pupils, and the remaining schools were maintained by the District Council. Five of the Middle English Schools, which were aided by Government, were situated in the mufassal, while the Patnaikpara Middle English School, which was managed by the Sambalpur Municipality, was situated at Sambalpur. Except the Patnaikpara Middle English School all the middle schools were provided with hostels.. The inspecting agency consisted of a District Inspector of Schools and 4 Sub-Inspectors.

The above account portrays the picture, so far as it relates to secondary education, up to 1930.

During the next two decades, progress in secondary education was slow. But the advancement made during 1951-60 was noticeable. The Census of 1961 records 23 High Schools (including 1 Higher Secondary School) and 150 Middle Schools as against only 11 High Schools and 42 Middle Schools in 1951. The number rose apace during the next five years. In 1965-66 there were 74 High Schools and 273 Middle Schools attended by 13,330 and 14,974 scholars respectively. The number of these schools further increased within a couple of years and in 1968 there were 97 high schools (87 for boys and 10 for girls) and 300 middle schools (285 for boys and 15 for girls). See Appendix II.

There was only one Higher Secondary School in the district and that was a Larambha. It was previously a High School established by Late Brajamohan Panda in 1938. Only for twelve years since its beginning, it was a residential school. In 1960, it was upgraded to the status of a Higher Secondary School. It held this status only up to 1967, after which it was reconverted to a High School.

As to the inspecting agency, the district so long was having two District Inspectors of Schools each in charge of the Bargarh and Sambalpur educational districts. But with effect from the 20th March 1969, the district has been reorganised into 4 educational districts, namely, Bargarh, Deogarh, Padampur and Sambalpur; and

4 District Inspectors of Schools posted to each of such districts with headquarters at the same places. The jurisdictions of those educational districts are as below:—¹

Name of educational District and head- quarters	Names of constituent Blocks, Municipalities N. A. Cs., etc.
---	--

1	2
1. Bargarh ..	1. Ambabhona. 2. Attabira, 3. Bargarh 4. Barpali, 5. Bhatli, 6. Bheden, 7. Sohela
2. Deogarh ..	1. Barakot, 2. Deogarh, 3. Gobindpur, 4. Jamankira, 5. Kuchinda, 6. Naikul, 7. Naktideul, 8. Rairakhol.
3. Padampur ..	1. Bijepur., 2. Gaisilat, 3. Padampur 4. Paikmal-I, 5. Paikmal-II.
4. Sambalpur ..	1. Jharsuguda, 2. Laikera-I, 3. Laikera-II, 4. Laikera-III, 5. Laxhanpur, 6. Rengali, 7. Sambalpur-I, 8. Sambalpur-II, 9. Sambalpur-III.

Kendriya Vidyalaya (Central School), Sambalpur :

The school has been opened at Sambalpur in 1965 under the auspices and management of the Kendriya Vidyalaya Sangathan, Ministry of Education, Government of India. It was set up to provide educational facilities for children of the Defence personnel, Central Government employees liable to transfer, and floating population. The school is affiliated to the Central Board of Secondary Education, New Delhi. Standards I to XI have been opened. The medium of instruction is Hindi/English. There were (as on 1-8-69) 490 students (374 boys and 116 girls). Teachers numbered 29.

St. Joseph's Convent, Sambalpur

St. Joseph's Convent was opened on the 11th of February, 1963 at Sambalpur. The school is run by the Congregation of the Sisters of St. Joseph. There is also a governing body. On roll, there are

1. Government of Orissa (Education Department) Resolution
No. 5911—xE/R.6/69-E., dated 12-3-1969.

(in 1969) 436 students which include 204 boys and 232 girls. There are 16 teachers. The school has classes upto standard VIII. The medium of instruction is English. The subjects taught are English, Mathematics, History, Geography, General Science, Moral Science, Hindi (from Std. II), Oriya (from Std. IV), Art, Craft, and Physical Training. There is no hostel for students.

(c) Colleges

Upto 1943, there was no College in the district. In July 1944 the Gangadhar Meher College, which is the first and foremost College of the district, was established at Sambalpur. There was no other College in the district till 1956, when the Engineering College was established at Burla. Two more colleges, namely, Medical College at Burla and Women's College at Sambalpur, came into being in 1959. The remaining eight colleges sprang into existence during the period 1960—65. Statement appended at the end of this chapter would give the trend of progress with a few details (Appendix I). Altogether there are now 13 colleges—of which 9 are general education colleges and four are technical and/or professional colleges. The latter four colleges are, one each in law, medical science, engineering and teachers' training. All these colleges are affiliated to Sambalpur University. Details of each of the General Education colleges are given below :

(i) Anchal College, Padmapur

The college started in 1965. Initially, the college provided education in the subjects of Arts only. In 1968, Pre-University class in Science was opened. The subjects taught are Mathematics, History, Logic, Political Science, Economics, Oriya, English, General studies, Physics, Chemistry, and Biology. In all, there were (as during 1969) 202 students (including 2 females) and 16 teachers. There is a hostel. The college is now providing education upto Bachelor's Degree.

(ii) Deogarh College

The college was established at Deogarh in 1963. It provides education upto Degree Standard in Arts. Two classes in Science have also been opened, that is, Pre-University class in 1967 and 1st Year (Science) class in 1968. Subjects offered for instruction are English, Oriya, General studies, Economics, History, Political Science, Physics, Chemistry, and Biology. During 1969, there were 115 students (including 6 girls) and 16 teachers. There is a hostel.

(iii) Gangadhar Meher College, Sambalpur

Established in 1944 and named after the great Oriya poet Gangadhar Meher, it is the oldest college of the district and one of the first grade colleges of Orissa.

The total number of students in the college during 1969 was 1,929 which included 269 female students. There were 87 teachers.

It provides instruction in Arts, Science and Commerce, and Post-graduate classes in all these three faculties have been opened.

The subjects in which Post-graduate classes have been opened are English, Economics, History, Mathematics, Physics, Chemistry, and Commerce. Honours Classes have been opened in the following subjects—English, Economics, History, Philosophy, Mathematics, Political Science, Oriya, Chemistry, Botany, Zoology and Commerce.

There are three hostels for boys having a total number of 410 boarders and one hostel for girls having 17 boarders.

(iv) Gangadhar Meher Evening College, Sambalpur

The Evening classes, meant exclusively for employees who work during the day, was started by Utkal University in 1963 and taken over by the State Government in 1967. The total number of students in 1969 was 638 (including 2 females) and there were 19 teachers. The college imparts education up to Bachelor's degree standard in Arts subjects only. The following subjects are offered for teaching—English, General Studies, Oriya, Economics, Philosophy, Logic, Sanskrit, Political Science, History and Mathematics. There is no hostel.

(v) Government Women's College, Sambalpur

This is the only women's college in the district. The college was started by private enterprise in July 1959 with only 19 students. The college is located in Surendra Sai Nagar in Sambalpur town. It has its own building. During 1969, there were 185 students and 20 teachers. Classes have been opened in Arts up to Degree standard and in science up to 1st year. The college provides instruction in English, Oriya, History, Logic, Sanskrit, Economics, Philosophy, Home Science, Anthropology, Physics, Chemistry, Botany, Zoology and Mathematics. There is also an attached hostel where 65 students reside.

(vi) Kuchinda College

The college came into being in 1964 at Kuchinda. The college imparts instruction up to Degree standard in Arts subjects only, namely, English, Oriya, History, Economics, Political Science and Philosophy. There were, during 1969, 181 students (including 7 females) and 12 teachers. There is a hostel attached to the college having 50 boarders. Donations from Grama Panchayats and Government grant-in-aid are the main financial resources. A proposal is there to introduce science from the academic year 1969-70.

(vii) Larambha College

The college owes its existence to the late Braja Mohan Panda who was a pioneer of modern education in the district. In 1964, it was founded at Larambha. From 1967, it has been getting aid from the State Government and University Grants Commission. During 1969, there were 96 students (including 1 girl) and 8 teachers. There is provision for teaching of English, Oriya, General Studies, Physics, Chemistry, Zoology, Botany and Mathematics. Two hostels are there, one for boys and the other for girls, for accommodation of 70 boys and 5 girls.

(viii) Laxminarayan College, Jharsuguda

The college started in 1969 at Jharsuguda under private management with 46 students and 5 teachers.

(ix) Panchayat College, Bargarh

The inception of the college was due to the contribution of Rs. 5,51,037 received from 58 Grama Panchayats of Bargarh subdivision. The college started at Bargarh in 1960 with only 94 students and 9 teachers. At the out-set it opened only Pre-University classes in Arts and Science and now it is a full-fledged Degree College preparing students for the Three Year Degree examinations in Arts, Science, and Commerce. The college is managed by a private body. During 1969, there were 612 students (including 38 girls) and 42 teachers.

The number of boarders in the college hostel is 117. The following subjects are taught:

Economics, History, Oriya, Sanskrit, Political Science, Philosophy, Hindi, Physics, Chemistry, Botany, Zoology, and Mathematics.

The Commerce Degree course includes Advanced Accounting, Statistics, Money and Banking, Public Economics, Commercial Law, Auditing, Business Organisation and Administration, Salesmanship, Commercial correspondence, Book Keeping, and Economic Theory.

The College has opened Honours classes in History, Economics, English, Mathematics, Oriya, Income-Tax Law and Accounts, Secretarial Practice, and Personnel Management.

191. Professional and Technical Schools and Colleges**(a) Schools**

(i) *Jharsuguda Engineering School*—The school started at Jharsuguda in 1955 with 60 seats (30 for Electrical and 30 for Mechanical). Now the institution imparts education in Civil, Electrical and Mechanical engineering and awards Diploma. The total number of students during 1967-68 was 258, the class-wise break-up being; 1st year—56, 2nd year (Civil)—2, 2nd year (Elec. & Mech.)—89, 3rd year (Civil)—4, 3rd year (Mech.)—62 and 3rd year (Electrical)—45. The teaching staff (as in

1967-68) consists of 50 members. There were 160 boarders in the attached hostel. In 1956, it was handed over to a private body for its management. In 1959, the State Government in the Industries Department again took over management.

(ii) *Industrial Training Institute, Hiraakud*—The institute started at Hiraakud in 1956 with a view to imparting technical training in various trades. In 1953, the Tata Iron & Steel Co. made a donation of Rs. 3 lakhs to Government of Orissa for establishment of a Polytechnic at Hiraakud. The amount has been utilised in constructing the hostel building for the institute. The total number of students during 1968-69 was 184, that is, Draftsman—9, Wireman—8, Motor Mechanic—31, Moulder—3, Electrician—22, Mechanist—11, L. C. E. Mech.—17, Short-hand—30, Fitter—18, Turner—15, and Welder—20. The teaching staff numbered 32. The hostel has a capacity for 100 boarders. At present there are 110 boarders there. After successful completion of courses, the trainees are awarded National Trade Certificates by the Director-General of Employment and Training, Government of India. The institute is affiliated to National Council of Technical Training through the State Council of Technical Training.

(iii) *Teachers' Training Schools*—Prior to 1908, there were no training schools in the district, but training classes for pupil teachers has been attached to the five middle vernacular schools located at Bargarh, Remenda, Rampella, Barpali and Tamparasara. These schools were managed by the District Council. In connection with these training classes, 20 pupil teachers scholarships of Rs. 5 a month each and 20 District Council Scholarships of Rs. 3 a month each were awarded annually. In 1908 two Elementary Training Schools with attached hostels were established at Bargarh and Rampella. They worked on Middle Vernacular basis. There were 34 students in these schools in 1930.

At present (1968-69), there are three Secondary Training Schools in the district located at Sambalpur, Bargarh and Deogarh and three Elementary Training Schools located at Panchapara (Spripura), Sohela and Padampur. There were 260 students (180 males and 80 females) and 35 teachers in all these schools.

The Secondary Training School for Women, Sambalpur was established in 1962-63 and there were 30 students (women) and 7 teachers during 1968-69.

The Secondary Training Schools were started at Deogarh and Bargarh in 1966-67 and 1968-69 respectively. There are 40 students and 7 teachers in each of the schools.

The Elementary Training School of Panchpara (Sripura) was established in 1959 and the Sohela Elementary Training School was established in 1958. In each of these schools, there are 50 students and 5 teachers. The Elementary Training School for Women, Padampur was started in 1964-65, and it has 50 students and 4 teachers.

(iv) *Administrative Officers Training School, Hirakud*—The school was established in 1958 at Hirakud about 10 miles (16 kms.) from Sambalpur. The admission capacity of the school is 34.

It was felt necessary for officers directly recruited to administrative service to have training in the basic principles of law, besides having knowledge of the general principles of administration including planning, development, office management, and natural calamities. The task for an administrator is becoming more difficult and complicated. The welfare responsibilities undertaken now-a-days by the administration are considerable. So there was necessity to provide uniform training to the administrative officers.

Originally, the training scheme was intended for the direct recruits to Orissa Administrative Service and Orissa Subordinate Administrative Service. Subsequently, Government decided to extend the training to officers of Indian Administrative Service, Orissa Secretariat Service and officers promoted to Orissa Subordinate Administrative Service. The Assistant District Welfare Officers, and the ex-cadre gazetted Block Development Officers are also trained here. From 1967, Circle Officers and Extra Assistant Commissioners from NEFA have also been undergoing training in this school.

At the outset, the duration of training for officers of O. A. S., O. S. S., and O. S. A. S., was seven months. Subsequently with condensation of the training course, the duration has been reduced to $5\frac{1}{2}$ months. The duration of training for I. A. S. officers, which was previously for 4 months, has also been reduced to 2 months. During training in this school, the I. A. S. officers are required to study the Revenue laws and other local laws of the State and to acquaint themselves with the administrative problems of the State within the framework of the syllabus.

The subjects taught are (i) General Administration, (ii) Civil Laws, (iii) Revenue Laws, (iv) Revenue Administration system of Orissa, (v) Criminal Laws and Procedure, (vi) Indian Evidence Act, (vii) Local Self-Government Laws, (viii) Labour Laws, (ix) Planning, Economic Resources and Community Development, (x) Accounts and Financial Control. In addition to the routine lectures delivered by members of the staff, special extension lecturers are arranged from time to time

on selected topics on administrative problems. At present (April 1969), 13 officers of Orissa Subordinate Administrative Service and 3 circle officers from NEFA are undergoing training.

The staff consists of the Commissioner, Training Co-ordination, Orissa, who is an officer of the I. A. S. in the super time scale. He is the head of the institution. Besides him, there are 4 others on the teaching staff—2 Lecturers in Class I of O. A. S., 1 Lecturer in Class I of Orissa Education Service and 1 Lecturer in Accounts in Class II of Orissa Finance Service. Other members of the staff consist of 14 in non-gazetted Class III service and 21 in Class IV service.

There are two hostels attached to the school, Hostel No. 1 consists of 12 rooms and Hostel No. 2 consists of 5 rooms. Each room accommodates 2 officer trainees.

(b) Colleges

(i) *Government Training College, Sambalpur*—This is a teachers' training college. Established at Sambalpur in July, 1962, the college imparts instruction leading to the B. Ed. Degree. Altogether, there were 160 students (including 40 females) during 1969. The teaching staff consists of eight members including Principal. Two hostels have been newly constructed which accommodate 91 boarders (48+43).

(ii) *Lajpat Rai Law College, Sambalpur*—The college was established at Sambalpur in November, 1965. During 1969, there were 206 students (all males). The teaching staff consists of 5 members. There is no hostel. The Sambalpur University took over management of the college from July, 1969.

(iii) *University College of Engineering, Burla*—The Utkal University started this college at Burla in June, 1956. When the Sambalpur University came into existence on the 1st January 1968 the college was placed under management of this University. It prepares students for the B. Sc. (Eng.) Degree in Civil, Electrical and Mechanical branches of engineering. Originally, the 4 year degree course, with an annual intake of 120, was introduced. Besides this course, 5 year integrated course leading to B. Sc. (Engineering) degree was also introduced from the session 1962-63 with a sanctioned intake of 180. During 1969, there were 751 students and 67 members on the teaching staff. There is proposal to open post-graduate classes from the academic year 1969-70. Four hostels have been constructed. Each has a capacity or accommodating 220 students.

(iv) *Veer Surendra Sai Medical College, Burla*—The college started in 1959 with 50 students including 9 girls. During 1969, the number of students was 895 (785 males and 110 females and there were 111

teachers (88 males and 23 females). The college imparts teaching in Anatomy, Physiology, Pharmacology, Forensic Medicine, Toxicology, Pathology, Medicine, Surgery, Obstetrics and Gynaecology, Ophthalmology, E. N. T., Social and Preventive Medicine, Radiology, and Anaesthesiology. Excepting Forensic Medicine, E. N. T., Social and Preventive Medicine and Radiology, Post-graduate classes have been opened in all other subjects. All the students reside in hostels. The college has been recognised by the Indian Medical Association.

192. Sambalpur University

The Sambalpur University, now a teaching-cum-affiliating University, came into being at Sambalpur on the 1st January 1968 and was formally inaugurated by the President of India on the 4th January 1968. It holds jurisdiction over all colleges located in Sambalpur, Sundargarh, Balangir and Kalahandi districts and the Athamallik subdivision of Dhenkanal district and the Baudh subdivision of Baudh-Khondmals district. The University has seven faculties viz., Arts, Science, Commerce, Engineering, Medicine, Law, and Education. Excepting the Faculties of Law, and Education, there is provision for post-graduate teaching in the remaining five Faculties. With its inception the University inherited 22 colleges consisting of two Engineering Colleges, one medical college, one Teachers Training College, one Law College, and 17 colleges in Arts, Science and Commerce. Subsequently in 1969, one more college set up at Jharsuguda was affiliated to this University. The University has one constituent college—the University College of Engineering at Burla. From July 1969, it took over the management of Lajpat Rai Law College. The other colleges are either managed by the State Government or Trusts or Private Bodies. Excepting the only constituent college, the total number of affiliated colleges now is 24. A list of affiliated college is given at the end of this chapter (Appendix I). The total number of students of the University is little over 8,000. From 1968, the university opened Post-graduate teaching classes in two subjects namely, Political Science and Oriya; and from 1969, in History, Mathematics, English, Chemistry, Physics, and Biological Sciences.

193. Schools for the cultivation of fine Arts, Music, Dancing, Painting, etc.

Sambalpur Music Association was established in 1960 at Kunjelpara in Sambalpur town. The institution provides instruction in Hindusthani Music, Odissi Music and Dance, and Sambalpuri Folk Music. During 1963 there were 40 students—25 males and 15 females. It has been running with financial hardship. The only source of income was the grant from Orissa Sangeet Natak Akademi and the fees received from

students. It could not afford to appoint qualified instructors and some of the local talents were lending their services without taking any remuneration, while a few others were remunerated.

Another music institution called Kala Parishad also exists at Sambalpur

194. Oriental Schools

Sanskrit Tols

At present, there are two Sanskrit Tols in the district, namely Gopaljiu Tol at Sambalpur and Lalajee Gopaljee Tol at Burkel (Padampur P.-S.).

The Gopaljiu Tol, established in 1912, prepares students for Prathama and Madhyama Sanskrit Examinations. There are 15 students and 4 teachers in the Tol. The Government grant-in-aid received during 1967-68 was Rs. 5,909.

The Lalajee Gopaljee Tol, established in 1948, prepares students only for the Prathama Sanskrit examination. There are 8 students and 2 teachers. The Tol received Rs. 3,949 as Governenent grant-in-aid during 1967-68.

195. Cultural and literary Societies

(a) Koshal Sahitya Samaj, Sambalpur

The institution came into being on the 1st January 1967 at Sambalpur. It has started with some cultural and literary objectives. This is said to be the premier literary organisation of the district. It is credited with publishing some books and organising literary symposia. It played host to the 4th *Oriya Yuva Lekhaka Sammilani* (All Orissa Young Writers Conference) held at Sambalpur from 10—12th February 1968, and brought out a souvenir on this occasion. The birth centenary of the Assamese poet Laxminath Bejbarua, who lived at Sambalpur for a long period, was also celebrated by this institution on 20th October 1968. Gangadhar Meher's *Tapaswini* has been translated into English under its auspices and submitted to Orissa Sahitya Akademi. Koshal Sahitya Samaj has been recognised as a learned society and the Chancellor of Sambalpur University nominates one of its members to represent it in the Senate. The present membership is 50.

(b) Sahitya Kala Parishad, Brajarajnagar

The Association has been functioning for the last 10 years. But from 1964, it has been functioning under a constitution approved by its general body. Broadly, it stands for the advancement of Oriya art, literature and culture. It organises activities like literary seminars on the birth anniversaries of eminent Oriya poets and writers, drama, dance and music programmes, essay and debate competitions among school students of the district. There are now (1969) 65 membes

The Parishad also maintains a library. The Association owns the following assets : Library books worth Rs. 1,000, fixed deposit of Rs. 2,000 and current deposit of about Rs. 700.

It also takes up social work in times of need. During the cyclone of 1967 in the eastern part of the State, the members of the association collected from door to door a total amount of Rs. 2,000 which was sent to the Chief Minister's Relief Fund. Again during the cyclone of 1968 in the Puri and Ganjam districts, it could organise dance and music programmes and could send Rs. 500 to the Chief Minister's Relief Fund.

(c) Khageswar Sahitya Samiti, Palsada

The institution was established in 1958 at Palsada (under Paikmal P. S.). It is a literary association. The Samiti holds its annual literary conferences at different places, mostly in the neighbourhood. It is reported, it had its annual conferences at Palsada (1958, 1960 & 1965), at Bijepur (1969), at Jharmunda (1960), at Sargibahal (1962), at Paikmal (1966) and at Padampur (1967). The Samiti also has some literary publications to its credit. There were 58 members in 1969 in the organisation. The subscriptions collected from members and sale-proceeds from publications are its only financial sources.

(d) Meher Association, Sambalpur

Named after the great Oriya poet Gangadhar Meher, the Association started in 1965 at Sambalpur and remained inactive till it revived on the 9th July 1967. Initially, it started with the aim of promoting physical culture. But now it stands for five broad objectives, namely, freedom, peace, progress, equality, and education. The Association has a sports council for conducting games, sports, exercises and other physical activities. It also has a section exclusively for organising cultural activities from time to time.

(e) Pragati Sangh, Sambalpur

The organisation came into being in 1959. Its activities chiefly centre round organising debates, seminars, essay competitions, dance, drama and music during its annual day. From 1968, a committee has been formed by this organisation to select each year the best dramatist, athlete, social worker, artist, actor, writer and musician for being honoured on the annual day.

(f) Swarajya Sahitya Samaroha, Dhanupali (Sambalpur)

The organisation came into existence in 1965. It is reported, it publishes books of literary worth and extends financial assistance to, as also participates in, various literary conferences.

(g) Railway Oriya Cultural Association, Jharsuguda

Formed in 1964, this is a socio-cultural organisation. It has 30 members. It derives its finance from members' subscription and public donations.

(h) Agragami Jubak Sangha, Bargarh

It came into existence at Bargarh in 1958. It stands for cultural and literary activities. It is said, the idea of starting a college at Bargarh was mooted by the members of this organisation. It runs a library, and organises dramatic performances and cultural meetings.

196. Cultural and Literary Periodicals

The Sambalpur Hitaisini (ସମ୍ବଲପୁର ହିତୈସିନୀ), a weekly Oriya newspaper, started publication on 30th May 1889 * from the Sudhala Press at Deogarh under the patronage of Raja Sir Basudev Sudhal Dev of Bamra. Its first editor was Pandit Nilamani Vidyaratna. After having a life of about 34 years, it ceased publication on 3rd March 1923. Although substantially a newspaper, its contribution to the cause of Oriya language and literature was significant. It could establish itself as a leading literary paper of its time. Both the press and the paper were self-sufficient. The leading contributors to the paper were Radhanath Rai, Midhusudan Rao, Ramnarain Rai, Biswanath Kar, Fakir Mohan Sanapati, Bholanath Samantarai, Damodar Kabiratna, Govinda Chandra Mohapatra Sharma, Ramakrishna Sahu, Chintamani Misra Shashtri, Midhusudan Misra Tarkavachaspati, Yuvaraj Sachidananda Tribhuban Dev, Raj Kumar Balabhadra Dev, Jalandar Dev, Pandit Ratnakar Sharma, Dinabandhu Pradhan, Karunakar Sahu and Rasananda Pradhan.

With the installation of the Fraser Press at Sambalpur in 1905, publication of periodicals only became possible and brisk literary activities followed. This press is said to be the first printing press of the then district.

The *Utkal Sevak* (ଉତ୍କଳସେବକ), the first newspaper of the then district, edited by late Swapneswar Das was on circulation during 1914. It was an Oriya weekly newspaper and was being printed in the Fraser

* Dr. Natabara Samantarai gives this date in his book

“ଅଧୁନକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ”

But at p. 114 of “Sir Basudev Jibani” (a biography in Bengali written by Chandicharan Bondopadhyaya) we find that in 1886 Raja Basudev Sudhal Dev established at Deogarh a printing press called “Jagannathballav Press” and in 1887 started publication of *Sambalpur Hitaisini*. Again Ganeswar Patnaik was the first to assist the Raja in this work. then Pandit Nilamani Vidyaratna took over as editor of the paper. At p. 20 of “Basudev Granthabali” (Oriya) also, the *Sambalpur Hitaisini* is stated to have started publication from 1887.

Press, Sambalpur, The *Hirakhand* (ହିରାକଣ୍ଡ), an Oriya literary monthly, edited by late Swapneswar Das found publication in 1919. Then came *Seba* (ସେବା), a literary monthly. It was in circulation during 1921-22. The *Nabayuga* (ନବଯୁଗ), a literary monthly, was in publication during 1928-38 edited by a number of persons during different periods of time. All these periodicals centred round the Fraser Press. The publication of *Seba* was revived after Independence and was in circulation for some time.

The *Sankha*, an Oriya literary magazine, started publication from Sambalpur in July, 1944 under the patronage of Raja Bhanu Ganga Tribhuban Dev of Bamra. It was a monthly magazine devoted to art, literature and culture. Dr. Mayadhar Mansinha was its first editor. At first it began its publication from Sambalpur, but war-time paper control regulations created difficulties for it. So it shifted to Deogarh which was immune from those regulations. The magazine had a circulation of a little over one thousand. The leading contributors to this magazine were Late Jalandar Dev, Sashibhusan Rai, Kalindi Charan Panigrahi, Binayak Misra, Mayadhar Mansinha, Satchidananda Routroy, Jnanindra Verma, Radhamohan Gadnayak and Krushna Chandra Panigrahi. Late Bimbardhar Verma was contributing art and paintings. At the time of Second World War, when there was not a single Oriya literary magazine in the then province, the *Sankha* held singularly the field of Oriya literature. It could bring to lime-light a number of talented writers. A notable feature is that this was the only magazine which for the first time introduced payment for writing in Orissa and paid honorarium at the rate of Rs. 10 per article published. It ceased publication in 1948.

During 1955-56, late Pandit Laxminarayan Misra edited two Oriya periodicals *Prajashakti* (ପ୍ରଜାଶକ୍ତି), and *Subrati* (ସୁବ୍ରତ). The *Jeevan* (ଜୀବନ) and *Bichhuati* (ବିଚ୍ଛୁଆତି) were published in 1959, and *Vaidya-bandhu* (ବୈଦ୍ୟବନ୍ଧୁ) quarterly in 1960.

The *Bhu'anshree* (ଭୁବନଶ୍ରୀ), a literary monthly edited by Surendranath Misra, was published in 1967 from Sambalpur.

The *Aluminium Samachar*, a quarterly in English, started publication in 1959. This is a house magazine of the Indian Aluminium Co., Hirakud. It has a circulation of about 825 copies, distributed free to employees of the said company. It seeks to highlight and recognise the achievements of employees and to infuse a consciousness in them about safety, family planning, small savings, good house-keeping, cost and waste control, and productivity.

The *Saswati*, a literary quarterly in Oriya, started publication in June 1969 from Sambalpur under the auspices of Koshal Sahitya Samaj, Sambalpur. It has a circulation of about 1,000.

APPENDIX I

Affiliated Colleges of Sambalpur University

Sl. No.	Name of College	Year of Inception	Number of Students			No. of Teachers
			Male	Female	Total	
(Sambalpur District)						
1	G. M. College, Sambalpur.	1944	1,660	269	1,929	87
2	University College of Engineering, Burla.	1956	751	..	751	66
3	Veer Surendra Sai Medical College, Burla.	1959	785	110	895	111
4	Government Women's College, Sambalpur.	1959	..	185	185	20
5	Panchayat College, Bargarh.	1960	574	38	612	42
6	Government Training College, Sambalpur.	1962	120	40	160	8
7	Deogarh College, Deogarh.	1963	109	6	115	16
8	G. M. Evening College, Sambalpur.	1963	636	2	638	21
9	Kuchinda College, Kuchinda.	1964	174	7	181	14
10	Larambha College, Larambha.	1964	95	1	96	8
11	Anchal College, Padampur.	1965	200	2	202	16
12	Lajpat Rai Law College, Sambalpur.	1965	206	..	206	5
13	Laxminarayan College, Jharsuguda.	1969	46	..	46	5
Total		..	5,356	660	6,016	419

(The number of students and teachers relate to year 1969)

Affiliated Colleges of Sambalpur University (Contd.)

Sl. No.	Name of College	Year of Establishment	Courses of Study
(Balangir District)			
1	D. A. V. College, Titlagarh ..	1968	1st year degree stage in Arts, Science and Commerce.
2	Government Training College, Balangir.	1968	B. Ed.
3	Jawaharlal College, Patnagarh	1964	Degree stage in Arts
4	Rajendra College, Balangir ..	1944	Degree stages in Arts, Science and Commerce.
5	Sonepur College, Sonepur ..	1964	Degree stage in Arts
6	Women's College, Balangir ..	1962	Degree stage in Arts
(Sundargarh District)			
7	Regional Engineering College, Rourkela.	1961	B.Sc.(Engg.), M.Sc. (Engg.), Post-graduate in Physics.
8	Rourkela Night College, Rourkela.	1966	2nd year degree stage in Arts.
9	Rourkela Science College, Rourkela.	1961	Degree stage in Science
10	Sundargarh College, Sundargarh	1958	Degree stages in Arts and Science.
11	Sushilavati Khosla D. A. V. College for Women, Rourkela.	1967	Degree stages in Arts and Science.
(Kalahandi District)			
12	Kalahandi College, Bhawani-patna.	1960	Degree stages in Arts and Science.

APPENDIX II

Schools in Sambalpur District (1968)

Sl. No.	Type of School		For Boys	For Girls	Total Schools
1	High	..	87	10	97
2	Middle	..	285	15	300
3	Senior Basic	..	2	..	2
4	Ashram	..	4	1	5
5	Primary	..	2,030	16	2,046
6	Junior Basic	..	36	..	36
7	Sevashram	..	165	..	165
8	Secondary Training	..	2	1	3
9	Elementary Training	..	2	1	3
10	Engineering	..	1	..	1
11	Polytechnic	..	1	..	1
12	[Sanskrit Tol	..	2	..	2
13	Urdu Schools	..	3	1	4