

Growth Of National Consciousness And Education In Odisha During Colonial Rule

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Abstract

The spread of English education in the second half of nineteenth century resulted in the emergence of a purposeful and organized national consciousness in the divided Orissa. The famous Woods' dispatch and the establishment of the Calcutta University in 1857 provided necessary impetus for the growth of public interest for English education. Further, the establishment of the Ravenshaw College at Cuttack in 1868 provided great incentive for the spread of higher education among the aspirants of Orissa who were deprived of the college education due to the distance from Orissa to Calcutta and high cost of living in the Calcutta city. Educated Oriyas and the domiciled Bengalis constituted the elite class in the society of Orissa. This elite class collaborated together in the socio-political activities of the seventies of nineteenth century. Chandramohan Maharana, Ganapati Das, Mani Mohapatra, Gopal Chandra Praharaj, Madhusudan Das, Abhiram Bhanj, Nandkishore Bal, Gopabandhu Das, Radhanath Ray, Gourisankar Ray, Ramsanker Ray, Pyarimohan Acharaya, etc., were the representative of both communities of the elite class. They played significant roles in the growth of Oriya nationalism in an inspiring manner.

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I. LANGUAGE CRISIS:

Oriya nationalism had its origin in the language crisis. In 1848-49, the Collector of Cuttack had approved Bengali as official language on the initiation of some Bengalis. An idea began to spread among the high officials that Oriya as a language was not separate from Bengali and was the derivation of the Bengali language.

Uma Charan Haldar, Deputy Inspector of Schools, pleaded for the use of Bengali as the medium of instruction in the schools. He argued that Bengali books available in plenty could be used to avoid the paucity of Oriya text books. He further said that Oriya language be written in Bengali script. One Kantilal Bhattacharaya, teacher in Balasore High School, published a book telling that Oriya was a mere dialect of Bengali having no separate identity.

This controversial theory was blindly supported by Rajendralal Mitra, an eminent Bengali scholar. Goldsbury and John Beams strongly opposed this move and supported the claim that Oriya language was distinct from Bengali.

The pro-Oriya group spearheaded their views against such move in Ullasini Sabha and in some weekly newspapers like Utkal Dipika and Sambada Vihika. This created an unprecedented awakening in the dormant minds of the Oriya intelligentsia class. The journals which symbolized the awakening of the people discussed also many socio-religious and political problems. It also fostered the sense of unity in the minds of the Oriya speaking people under different administrative set-up of the British Government.

II. SOCIO-CULTURAL ASSOCIATIONS:

Many religious and educational organizations were established in Orissa after the growth of education and the establishment of printing press. Those organizations became mouthpieces of the rising intelligentsia class to spearhead people's interest in different fields. The first such organization was the mutual improvement society established at Cuttack in 1859.

Some English men residing at Cuttack attended the meetings of the society and took active interest in the discussions pertaining to socio-cultural problems. After the historic Orissa Famine, a quite good number of such organisations came up rapidly. Cuttack Debating Club (1869), Utkalollasini Sabha (1869), Utkal Bhasa

Uddipani Sabha (1873), Bhadrakh Desh Hitaisini Sabha (1874), Ganjam Nisha Nishadhini Sabha (1875), Orissa Islam Association (1875), Balasore National Society (1878), Utkal Sabha (1882), Orissa People's Association (1882), Orissa Graduate and under Graduate Association (1888) Orissa Christian Association (1896), and Utkal Hitaisini Sabha were some of the important associations which served a most useful purpose in the formative stage of the Oriya nationalism.

In organizing the socio-political activities of the people of Orissa during the last part of the 19th century, the Utkal Sabha or the Oriya Association played a formidable role. In the early part of the present century, Utkal Union Conference presented a very significant role in handling the delicate political situation for the creation of the Orissa province. Madhu Sudan Das provided dynamic leadership to these two organizations.

In 1882, a big public meeting was organized in Cuttack town to express the feelings in favour of the adoption of the local self-Government system by Lord Rippon. Large number of people participated in the meeting. Madhusudan Das, Hariballava Ghose, Priyanath Chatterjee, Madhusudan Rao and Bipin Bihari Mitra, etc., spoke in the meeting and expressed that the people of Orissa were in readiness to shoulder the responsibilities of the management of the local self-Government.

They demanded that the people should be allowed to elect their representatives to form the local bodies. Similar type of meeting was held in Puri in August 1882. This showed the interest of the people to participate in the Government. Utkal Sabha gradually became instrumental in moulding public opinion to the province.

III. POLITICAL ACTIVITIES:

The first meeting of the Utkal Sabha was held in the premises of the Cuttack Printing Company on 16 August 1882. In the meeting many leading men of Cuttack town were present. They nominated office bearers and resolved to extend their full support to the local bodies of Cuttack district.

Chaudhuri Kashinath Das and Gauri Sankar Ray were unanimously elected as the President and the Secretary respectively. There were two Vice- Presidents and few members of the Executive Committee. Madhu Sudan Das was associated with this organisation from the beginning and he was the brain behind the Association.

Most of the meetings of the Sabha were held in the premises of the Utkal Dipika and through this paper Gauri Sankar Ray highlighted about the activities of the organisation. In a meeting held on 21st May 1883, it was resolved to support the Ilbert Bill and sent a petition to the Governor General pledging their support for the acceptance of the Bill.

Utkal Association (Utkal Sabha) in 1886 appealed the Government to reconstitute the legislative council in order to give more representations to the Indian people. In course of time, the Sabha concerned itself more and more with the specific problems of the Oriya speaking people instead of general issues concerning India. Madhu Sudan Das generated the spark of energy among the minds of the people to struggle against the British authorities.

IV. CREATION OF ORISSA PROVINCES:

Regional Kingdoms assumed political prominence since 1568. The Bhois of Khurda, the Bhanjas of Ghumsur and Mayurbhanj, and the Chauhans of Sambalpur assumed independent powers. The Mughals and the Marathas tried but failed to bring political unity of disintegrated Orissa.

The British East India Company conquered Orissa phase by phase. In the first instance, they conquered the southern part, then they invaded the coastal region and finally they added Sambalpur region in their administration. The political dismemberment of Orissa became an accomplishment which agitated the minds of enlightened Oriyas. They tried their best for the amalgamation of Oriya speaking tracts into one administrative unit and then the formation of a separate province.

The economic resources of the province remained scattered and caused great inconvenience for the Government to tackle the situation arising out of natural calamities like flood, famine and cyclone, etc. Provincial administration of Bengal, Madras and central provinces faced difficulties in dealing with linguistic minorities. The Oriya naturally got neglected. The cause of the Oriyas, their language and culture was espoused by local newspapers like Utkal Dipika of Cuttack, Prajabandhu of Rambha and Sambalpur Hitaisini of Bamra.

In 1875 Raja Baikuntha Nath De of Balasore and Bichitrnanda Patnaik of Cuttack submitted a lengthy memorial for the unification of the scattered Oriya speaking tracts under single administration. In November 1888, Sir S.C. Bayley, the Lieutenant Governor of Bengal, visited Orissa and at that time he was presented with a memorial by the Utkal Sabha of Cuttack in this connection.

But the Lieutenant Governor rejected the idea outright. The memorials of the Oriya speaking people and their leaders, the agitation in the Oriya press and the suggestions of high English officials failed to get any results in this regard. The crisis came to a breaking point when the Chief Commissioner of Central Provinces decided to substitute Hindi language in place of Oriya for official use in the district of Sambalpur in 1895 as per the resolution No. 237 of 15th January 1895.

Such decision against the interest of the majority of Oriya population in the district created spontaneous and unprecedented storm not only in Sambalpur but also throughout Orissa. On 20th June 1895 the Utkal Sabha sent a memorial to Lord Elgin, the Governor General protesting against that arbitrary measure.

Such protest went unnoticed and by the end of 1895 Oriya was abolished in the courts of Sambalpur which became the worst form of gagging yet unknown even in the worst despotic form of Government. This decision naturally wounded the sentiments of the Oriya-speaking people very much and efforts in all directions were made to reverse the Government decision. It is interesting to mention that in July 1895, H.G. Cooke; the commissioner of Orissa supported the movement for amalgamation of Oriya speaking tracts. It was the first official support.

Growth of Education in Orissa During the British Times:

During the time of British occupation of Orissa in 1803, there was scarcely a single-native who was properly educated. The establishment of English Medium Schools, Colleges and Universities gave rise to a middle class intelligentsia with the new hope and aspirations in Orissa as elsewhere in India. By the first half of the 19th Century, such a climate was available in only the presidency towns of Calcutta, Bombay and Madras and their neighbouring areas. The western ideas entered into Orissa very slowly.

In the matters of education, no interest was shown by the East India Company Government for a long time. But the missionaries had begun their educational activities in the early twenties of the 19th Century. The Baptist Missionaries of Serampore arrived at Cuttack on 12th February 1822 and started their work in the field of education for the children of Europeans and natives.

In the month of June, they established the first Oriya school at Cuttack with only 50 students in the first four months. The number of such type of schools increased to 15 by the end of 1823. The total number of students in these schools was 368 including 63 girls. These schools, however, were intended to impart religious instructions to students.

In October 1823, the missionaries again established an English charity school at Cuttack with the help of the Europeans living in Cuttack with a view to impart English education to a few native pupils. For a long time, the missionaries alone took interest in the establishment and management of schools in Orissa.

First Phase (1835-54):

The interest of the Company Government in providing education in the province could be roused in 1835 when Lord Bentinck took a historic decision regarding the introduction of the English language in the country. In pursuance of this decision, an English school was established at Puri in November 1835. A teacher from Calcutta was appointed to work in this school. Only 25 students were admitted in the beginning. The school was kept under the General Committee of Public Instruction of the Presidency. The number of students gradually increased and by 1838-39 there were 75 students in the school.

However, the Education Committee was not in favour of the continuance of the school at Puri on the ground of non-availability of local teachers. But the main cause was that the Government was not willing to spend liberally for the spread of modern education in Orissa.

Henry Ricketts, the Commissioner, strongly criticized the Government for their negligence and apathy in the matters of education for the people of Orissa. He strongly recommended for immediate Government assistance for the establishment of a Government school at Cuttack.

He in his letter to the Government said that "There is no place in our dominions where liberality and assistance on the part of the Government is more called for and I earnestly recommend that the same aid should be afforded as has been asked for Cuttack. We owe this province a debt which will be best paid by liberally supporting the proposed schools".

Henry Ricketts had great admiration for the people of Orissa as they were industrious and trustworthy. He believed that the spread of education would definitely improve their standard in every field. He thus said that if schools in number be established and properly attended to, the Oriyas will soon show their degeneracy but the evil consequence of misrule.

The charity school established and managed by the missionaries at Cuttack was also in financial crisis and the missionaries desired to hand over the management of the school to the Government. The school was taken over by the Government in 1841 and soon after this; the school at Puri town was closed. Thus, by 1841, there was only one English school in Orissa.

The situation remained static for a long time. The inhabitants of Balasore demanded for the opening of a English school in Balasore town. They expressed their willingness to contribute money to meet the establishment cost. A.J.M. Mill, the Commissioner, even recommended for the establishment of the school but unfortunately the proposal was rejected by the Government.

The enrolment of the students in the Cuttack school did not increase up to expectation which went up to 121 in 1851. Attempts were made by providing scholarships, prize, and books to attract more students. In

1851, the school was named as the Cuttack Zilla School and on 1st November 1853, the Government opened one Zilla School each at Puri and Balasore towns. Thus, by the beginning of 1854, there were three Zilla Schools in the headquarters of three districts in the coastal tract of Orissa. These schools prepared the students up to entrance standard in those days.

Vernacular Education:

Lord Hardinge took the decisions to establish a number of vernacular schools throughout the Bengal Presidency in 1844. Accordingly, eight vernacular schools were started in three districts of Orissa. On the other hand, the parents were not interested to send their children to these schools as the schools were managed by the Christian Government due to their religious prejudices. Besides, the poverty of the people was also responsible for this apathy. A.J.M. Mills, the Commissioner, did not like to close the vernacular schools and his successor Gouldsbury also took some special interest in the spread of education in Orissa.

He suggested the Government that no fees should be realized from the poor students and they should be supplied with books at half rates so that the parents might be attracted to send their children to the schools. In spite of all such measures, the vernacular schools or Hardinge schools, as they were known, could not prosper.

Second Phase (1854-81):

In 1854, the famous Wood's Despatch initiated the modern educational system in Orissa. It outlined a detailed programme for the growth of education in the country. It suggested for the creation of a separate department of education, establishment of Universities, and introduction of Grant-in-Aid system and the encouragement of Anglo-Vernacular education. Slowly and steadily, Orissa derived benefits from this educational policy of the Government.

In 1855, the Education Department of the Government of Bengal was created to carry out this new policy effectively. Gordon Young of the civil service became the first Director of Public Instruction. On the eve of the transfer of power from the control of the East India Company to the British Crown in 1858, the education in Orissa was in an extremely backward condition ; more backward than in any other division of Bengal. English education by the time had become firmly established in Bengal and Bihar.

Orissa was unfortunate to receive such education when the number of schools throughout Orissa had to be counted by units. At that time, there were about 600 employees in all the offices of Orissa. Of that, 216 were Oriyas. With the introduction of Grants-in-aid system as per the Woods' Despatch, rapid progress was noticed in the field of school education in the country but the situation did not improve in Orissa. In 1856, Cockburn alleged in these words. "The province of Orissa seems to be overlooked and neglected".

So he suggested to place Orissa under a separate and distinct local inspector for better supervision of the schools instead of placing it under the jurisdiction of the Inspector of Schools of South Bengal with his headquarter at Calcutta. Cockburn further suggested for the establishment of a number of Government schools and a normal school at Cuttack to impart training to the teachers of Orissa schools. He also wanted that school text books should be printed and sold at cheap rates to the students of Orissa.

The most remarkable event connected with the vernacular education in Orissa was the opening of the training schools at Cuttack in 1863 under the superintendence of the Deputy Inspector of Puri. The monthly establishment cost of the school was Rs. 60 out of which Rs. 30 was paid to two pandits—one Bengali and one Oriya—and the balance Rs. 30 was spent for the trainees in the form of stipends. There were 23 students in the school in 1864 and on the completion of their studies, they were appointed in elementary village schools.

The historic "Orissa Famine" exposed the indifferent attitude of the Company Government in respect of education towards Orissa. Virtually, Orissa remained a backward country than any other province of India of equal importance as remarked by the Commissioner of Orissa Mr. T.E. Ravenshaw.

There were only 77 schools of all grades and the number of pupils was 3,536. There was total absence of any attempt of the Government to provide the people, with the means of education when the Government was spending huge amount for education in other parts of Bengal. With the result, the Oriyas could not compete with others for official patronage on fair terms.

When Government realized the risk of a general want of enlightened people in Orissa during the period of famine from the reports submitted by European Officers engaged in famine work, adopted a policy of progress for the moral improvement of the people of Orissa.

Primary Education:

There existed a number of village Pathashalas or elementary village schools in the length and breadth of the country. On the eve of the British conquest of Orissa, most of them did not have the minimum standard prescribed by the Education Department. The mode of teaching of the village school masters was primitive. After the transfer of power from the Company to the Crown, efforts were made to develop the village pathashalas and to bring them to a prescribed standard through direct management.

It was ascertained that there were 2,074 village pathshalas with 15,547 boys in district of Cuttack and 839 pathshalas attended by 8,224 boys in Balasore district. Keeping the standard of these schools in view, Cockburn pressed the Government for the appointment of an Inspector of Schools for the promotion of vernacular education in Orissa.

In 1867, Mr. R.L. Martin, the Inspector of Schools South-West Division of Bengal, gave a dismal picture of the situation in the province. He felt the need of introducing the village pathshala scheme of Babu Bhudev Mukherjee also called the Normal school system. The main object of this system was to improve the quality of instruction in the schools by training their teachers.

He suggested for the opening of a Normal School at Cuttack which ultimately came up in the year 1869. This became the pioneering institution of its kind in the province. The training school was divided into two sections such as Pandit training section and Guru training section.

On 31 March 1870, there were 56 students in the Pandit section and 60 students in the Guru section. The students in the Pandit section learnt Sanskrit, Oriya and Bengali and the Guru section imparted only Oriya language. Thus, the position of Primary education gradually improved. The school was expected to change the pattern of education for the masses who were in habit of receiving their instruction from the abadhanas of the village schools in a primitive style.

Campbell's Scheme of Primary Education:

In 1872, Sri George Campbell, the Lieutenant Governor, initiated a new scheme for primary education in Bengal to encourage its steady growth among the masses. He made substantial attempt to establish a good system of primary education of the simplest character. A special allotment of 4 lakhs of rupees was placed under the disposal of the local officers to establish schools in remote villages. It was calculated that about 6 or 7 thousand schools or pathshalas could be established at an average expenditure of Rs. 40 or Rs. 50 per school. On 30 December 1872, the decision was taken in that light.

The Lieutenant Governor wanted that the money granted should be fully utilized for the development of the village education that was reading writing and knowing arithmetic in the real indigenous language and character of each province. He was not in favour of appointing highly trained school masters on high salaries.

He rather wanted to give money as a grant-in-aid to village school master purely indigenous. But each was required to keep up a school according to local standards subject to inspecting and examination. For such purpose he considered Rs. 2 or Rs. 3 sufficient per teacher per month as an allowance.

He hoped that the remainder of the ordinary Rs.5 pathshala grant be shared by the village, or landlord or other party interested to make up. But in places where immediate assistance was not made available, the maximum of Rs. 5 was given by the Government till the Municipality was constituted.

In brief, the aim of the scheme was the extension of primary instruction by subsidizing the village pathshalas by monthly grants. The monthly stipends to the village abadhans were misunderstood by some orthodox people.

Campbell's scheme also provided for the creation of primary school scholarships. As many as 410 pathshala scholarships of an amount of Rs. 29,520 were granted. The rate of scholarship was Rs. 3 per month and was tenable for a period of two years. The scheme also provided for the agency by which the new grant could be properly utilized.

The administration of primary schools was kept in the hands of the District Magistrates and Sub-Divisional Officers. They were to be aided and advised by regularly constituted school committees. With the introduction of this system Government appointed a Joint Inspector of Schools of Orissa. Subsequently Deputy Inspectors were appointed for three districts.

Further, the inspecting agency was strengthened by providing ten sub-inspectors by IH75-76. To provide trained abadhans (teachers) to the village pathshalas, two more normal schools were established—one at Balasore and the second at Puri in 1875-76. These schools have done immense work to impart practical training to vernacular teachers for the pathshalas. Consequent to this, all the newly aided pathshalas introduced improvement over the old indigenous village pathshalas in many respects.

Midnapur System:

The Government introduced the Midnapur system in Orissa that was the system of payment by result. This system was introduced in Balasore and subsequently was extended to other two districts of the province. Instead of paying a monthly stipend to the teachers of a selected number of pathshalas the new system established a fixed standard by public examinations to be conducted at certain centres to which students were required to pass.

For every boy or girl who passed that examination, a small fee was given to the abadhan. That was no doubt cheaper and more efficient system as the authorities in the education department believed. This new system involved enthusiasm among all concerned with the primary education.

According to the report of the Collector Cuttack in 1878, the people supported this new system with great favour and the teachers showed their keenest interest. Thus, by the introduction of this examination system, the prejudice against the Government schools had vanished.

In the new scheme of the payment by result, the number of the schools under the Government control increased rapidly. From 832 pathashalas in 1874, the number went up to 4,368 in 1878 and further to 6,092 in 1881. Students' strength was getting accumulated quickly.

Radha Nath Ray, the Joint Inspector of Schools in Orissa, gave a clear picture of the success of this system in the words that "The success of the payment-by-result's system though generally attributed to pecuniary rewards which are annually distributed to pathashalas in the primary examination may be traced deeper to an inherent principle of human nature emulation, which it has turned to account in such a manner as no other educational system did before".

With the rapid increase in number of primary schools under the control of the Government, steps were taken to reorganize the inspecting agency by the introduction of the chief guru system and inspecting pandit system by 1880. The chief guru himself was a teacher in the pathashala and in addition to his duties he was asked to visit several neighbouring pathashalas and to keep the Sub-Inspector of the area informed constantly about the conditions of such schools.

He was thus a link between the abadhans and the inspecting staff. He was also required to assist the inspecting staff in the smooth conduct of the central examination. The inspecting pandits thus were the subordinate staffs to the Sub-Inspectors. He received pay and travelling allowance amounting to about Rs. 20 per month.

Printed books were introduced into most of the schools which simplified the pathashala course to some extent. Writing on paper and slates was also introduced instead of palm-leaf and hard chalk.

From 1881-82, Lower Vernacular schools were included in the primary section and renamed as "upper-primary schools". The primary schools of the previous years had in consequence become "lower primary schools". The lower primary schools in 1881-82 were 7,621 with 86,395 students and the upper primary schools were 149 with 3,757 students. Thus, it is very dear that the Government had succeeded in re-organizing the primary education on an intelligible basis.

Secondary Education:

The famous Wood's Despatch desired to encourage secondary education through the grant-in-aid system. It was thought that this grant-in-aid system would encourage private enterprise to open new high schools. But it evoked no response from the public for a long time.

The main reason was that only a few students came up to the standard of entrance examination. In 1867-68, only 10 candidates appeared in the entrance examination from three Zilla schools of Orissa Division and only three students passed through. In the next year 10 students passed out of 13 appeared which was considered to be a grand success. Such a situation continued for a considerable period for which the spread of higher education in Orissa was delayed.

In 1872, there were three higher English schools, 11 aided Middle English schools, one unaided middle English school, 21 middle vernacular schools and 18 aided middle vernacular schools with 2,527 students only. In 1877 all Middle English schools were placed on a vernacular basis. Vernacular was made the medium of instruction in the middle English schools. The text-books were introduced in the language of the people (Oriya) and English was taught merely as a language.

The students, for scholarships both for middle English and middle vernacular were examined by the same papers prescribed for those schools. In 1882, some changes were affected in the scholarship rules. The new rule allowed candidates from all middle schools whether styled English or Vernacular. The prospect of secondary education was further improved by the declaration of the Government Resolution of 29th July 1878. As per the provision of this Resolution, the Deputy Inspector was allowed to visit secondary schools for supervision. By 1882, secondary education had not made substantial progress in Orissa.

There were only 6 high English schools in Orissa. Of which three schools, Ravenshaw Collegiate School and the Balasore and Puri Zilla schools were managed by the Government. The Cuttack European school and the Lakhannath school were maintained on the grant-in-aid rules.

The Cuttack Academy started by Pyari Mohan Acharya was the only private school preparing students for entrance examination. By that time, there were 23 middle English schools, 35 middle vernacular schools with an aggregate of 1,411 students in Orissa. Thus, secondary education did not make much headway in Orissa in comparison to the primary education.

The Indian Education Commission suggested the ways of securing the rapid expansion of secondary education for the entire India. As per the suggestion, the Government declared to supplement the limited funds of the state by calling for the every private agency. Higher and secondary education was to be developed by

local bodies. To keep up the standard to education. Government also decided to maintain a limited number of schools and to inspect all the public institutions through its inspecting agency.

College Education:

The Cuttack Zilla school was converted into a High School or Collegiate School in January 1868. The College department consisted of two classes only in which the undergraduate students were prepared to appear at the first examination in Arts. A law class was opened at the same time. The monthly fee at the College class was Rs. 3 and at the law class Rs. 5. Thus, by the end of 1869, the Cuttack High School consisted of three departments such as College department, Law department and usual classes of Zilla school.

T.E. Ravenshaw, the Commissioner, in 1875 proposed to convert the college department of the High School into a college in which the students would be able to complete the entire course upto B.A. degree. This proposal was placed before Sir Richard Temple during his visit to Cuttack on April 1875.

He was convinced that Oriyas were very much exposed to many disadvantages by their distance from the Presidency College at Calcutta to get higher education. The college was opened in January 1876 with the grant of Rs. 30,000 only. The balance of the expenditure was required to be shared by the people of Orissa. Ravenshaw accepted those conditions on behalf of the people.

In 1878, Krishna Chandra Bhanja, the Maharaja of Mayurbhanj, made a donation of Rs. 20,000 to the college as a permanent endowment. At his request, the name of the college was changed to Ravenshaw College to commemorate the services of Mr. Ravenshaw as the Commissioner of Orissa.

The law department was attached to the college in 1881. It prepared the students for B.L. examination. In 1891, M.A. classes were opened. The total expenses of Ravenshaw College in 1900 amounted to Rs. 21,466 of which the students paid Rs. 5,921 and the balance was met by the Government.

By the establishment of Ravenshaw College, the people of Orissa were introduced to the treasures of western knowledge for the first time. This brought a new lease of life with useful ideas to the young mind. This further resulted in the birth of new self-consciousness among the Oriyas which unveiled a new horizon in the freedom movement.

Technical Education:

T.E. Ravenshaw, the Commissioner of Orissa, suggested the Government to open a Medical College by which the province would be benefited to a great extent. In September 1875, Sir Richard Temple, the Lieutenant Governor, accorded his approval and agreed to give Rs. 3,000 in support of the school. In February 1876, the Medical school was opened with 38 students. The medium of instruction in that school was vernacular. Under the supervision of Dr. Stewart, the Cuttack Medical School made a promising commencement and contributed a lasting service to the province.

In 1879, fourteen students appeared in the final examination of which thirteen students were considered deserving for the diplomas in Medicine and Surgery. In 1886, a female class was opened in the School. The Inspector General of Civil Hospital visited Cuttack Medical School and expressed his satisfaction on the progress of the School. By 1905, the Cuttack Medical School fulfilled the expectations of the original founder and the people of Orissa by providing qualified doctors to several hospitals and dispensaries in Orissa. It also trained efficient nurses. Thus, the plan of having a medical college in Orissa could be thought of only after the success of this school.

Mr. Ravenshaw wrote to the Bengal Government about the necessity of a survey school in Orissa. The Cuttack Survey School was thus opened in 1876 with only thirteen students on the rolls. The school rapidly grew in popularity. At the end of 1891, the student strength went up to 41. This survey school continued as the only school of its type till its conversion into a school of Engineering in 1923.

Female Education:

Female Education made a beginning in Orissa by the initiative of missionaries. During the period of famine, the missionaries established orphanages which subsequently developed into centres of female education. In 1875, there were 9 girl schools and one Zanana association for the instruction of girls.

Of these, 5 were in Cuttack, one in Puri and the rest in Balasore. All schools were aided except one. By 1880, all the girl schools reached in the lower vernacular scholarship standard. The expansion of female education was, however, mainly due to the encouragement of girls classes established in primary school for boys.

Gradually liberal grants were provided by the Government on easier terms. By 1904-05, the progress of female education was seen to be not satisfactory. The standard of the girl reached up to middle vernacular scholarship standard. The slow progress of the female education in Orissa was mainly due to the fact that the people were conservative and did not like to send their daughters to the schools meant for co-education, that

they usually did not take the same amount of care and interest in the education of their female wards and they insisted on the system of early marriage.

Scarcity of adequate qualified female teachers also played a very negative role in this regard. Even though the progress of female education throughout the 19th century was very slow, yet the inertia had been removed and steadily new consciousness dawned upon the minds of the people. The schools in different parts of Orissa, the Ravenshaw College, the Cuttack Medical School, the Cuttack Survey School and other technical schools sustained to bring about radical socio-cultural changes which again succeeded to rouse the people from their age long slumber in Orissa.

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