

## CHAPTER XV

### EDUCATION AND CULTURE

#### HISTORICAL BACKGROUND

Baleshwar is one among the few districts of Orissa which is comparatively educationally advanced in the state. It is, however, a very difficult task to throw light on the state of education of the district during the ancient and medieval periods. The temples and other ruins of ancient civilization evince testimony that the district had been a centre of Hinduism, Buddhism, Saivism Saktism and Vaishnavism. Education through religious teachings was imparted by the priests and Pandits in the temples and Ashrams.

During the mediaeval period, literary education gradually received importance. Aristocrats of the period gradually became conscious of education. The Maths, Chatsalis and Tols started imparting education on Three Rs, i.e., reading, writing and simple arithmetic. But here also moral education was the goal and the Three Rs, the means to that end. The use of paper was not known then but the teachers knew the art of preserving knowledge concerning religion and literature, etc., on palm-leaf Pothis. Towards last part of the mediaeval age the Muslim and Mughal rulers opened a few Muslim institutions for imparting religious instructions from the Koran.

#### BEGINNING OF WESTERN EDUCATION

The Christian Missionaries were the pioneers of modern education in Baleshwar. Though spread of Christianity was their primary intention, yet they took active steps for the development of education. In February 1938, the American Baptists established a baptistry at Baleshwar. They founded an English School in 1853. High English school was started in 1893 by the American Missionaries. In the year 1906, the foundation of the Technical School was also laid by the said Mission.

The attempts of the missionaries to educate their Christian converts failed to produce any positive reaction on the people due to orthodoxy. Schools which were first restricted to the Christian community were made open for others also. But few students came in. The occupation of Orissa by the Britishers in 1803 gave an impetus to education in Orissa as also in Baleshwar. Baleshwar was the seat of brisk maritime activities till the early part of the 19th century. The East India Company

established its trade centres on the bank of the navigable river Burhabalanga. The East India Company was later followed by the French, Danish and the Dutch establishments of the same pattern. A good number of people were in demand for maintaining their accounts and doing clerical jobs which provided employment opportunities for the local people for which they felt the necessity of English education and became interested for the same. Late Raja Baikunthanath Day Bahadur of Manikhamba became the champion of English education and founded an English School at Barabati in the centre of Baleshwar town under his patronage. Subsequently the school was shifted to Malikapur and was raised to the Entrance standard in the year 1853. In 1838 the British Government for the first time felt interested for the spread of education in Orissa and as per Lord Auckland's minute of 1843-46 it was resolved to establish Zilla School at district headquarters. The first High English school was thus started by the Government on the 1st November 1853, which now goes by the name of the Baleshwar Zilla School. The Wood's Despatch in 1854 gave incentive for the expansion of education and Orissa was made into a division under the Education department of the Bengal presidency. A Deputy Inspector of Schools was posted for Orissa with his headquarters at Baleshwar.

There was vehement opposition in the beginning to the schools opened by the British Government by the orthodox cross-section of the general public. Nevertheless amidst such opposition English education slowly made its way.

It was noticed that in the year 1848-49 there were only 9 schools with a total attendance of 279 pupils. During the next decade the number of schools increased to 29 and of pupils to 1,046. The number of schools and pupils therein further went up to 63 and 4,043 respectively towards 1868-69.

The non-availability of trained teachers also seemed to be an obstacle for the spread of education in the early state. Till 1869 there was no institution to train teachers for which a great difficulty was encountered in establishing and maintaining schools. The Government took a notable step of opening a Normal school in Cuttack town in the year 1869 wherein young men were being imparted instructions with the object of qualifying them to become teachers. On completion of the course, these qualified youths scattered over the villages of the state and tried to bring education home to the peasantry. Each teacher collected as much as he could in cash or kind from the villagers who sent their children

to his school. A paltry weekly stipend was also given to him from the Government as long as he was discharging his duties sincerely.

The number of schools in Baleshwar gradually increased due to Government's initiative. In the year 1870-71, the number of recognised schools increased to 28 and the pupils to 1,252. Here it can be said that during 1856-57 the number of such institutions was only 2 and number of students was 99. Sir George Campbell's scheme of educational reform came into operation in 1872. The grant-in-aid rules were extended to hitherto unaided schools. Many indigenous institutions were brought under the departmental system and the number of inspected schools further increased by 1875 to 217 and the number of pupils to 5,972. More remarkable was the advance of education in the next decade and towards 1885 the strength of the pupils rose to 37,707 in 2,305 public institutions. The number of schools was thus 82 times and that of scholars 30 times as great as in 1871. But this extraordinary progress of education was temporary and it could not be maintained in the following decade. The cause of this dismay may squarely be attributed to the failure of crops in several years. In 1895 the number of schools fell to 2,156 and the pupils to 35,827. On the 31st March 1906 it was found that the number of public institutions slightly increased to 2,753. There was a considerable increase in the pupil's strength which further rose to 37,687. Apart from these there were 72 non-public schools with a student strength of 644.

In the later part of the nineteenth century two Middle Vernacular schools were established in Baleshwar town. Of these two, one was called the Victoria Jubilee School and the other Bedon Madrasa, which was later named as Hazi Nasiruddin Middle English school. The medium of instruction was Oriya in the former and Persian in the latter. By this time another Madrasa was established at Bhadrak for the education of the Muslim children in Urdu medium which maintained the Middle Vernacular standard.

During the first part of the 20th century two more aided High Schools, one at Bhadrak and the other at Lakshmannath were established with the minimum grant-in-aid from the Government.

The Vernacular schools suffered as they failed to cope with the demand of the times. By 1925 the number of Middle English school and the Middle Vernacular schools was 25. But there was no numerical change in the High English schools. The High English schools were affiliated to the Calcutta University.

Private enterprise was the guiding factor in the field of Primary education. The system of grant-in-aid always added an impetus. There were 1839 indigenous schools at the primary stage in 1915 and the figure came down to 1673 by 1920. The number of such schools fluctuated from year to year.

In the last three decades of the 19th century there was a vigorous movement led by Raja Rajendralala Mitra and other eminent Bengalis for substituting Oriya language by Bengali in Orissa on the ground that Oriya was not an independent language but a mere dialect and an offshoot of Bengali language. Arguments were further advanced in favour of restricting the study of Oriya in elementary schools on the basis that the language was not rich and it did not have standard printed books to be prescribed as text books. Baleshwar being the neighbouring district of Midnapore (in West Bengal) was directly affected by this language agitation and became its centre. Thanks to the noble efforts of eminent Oriyas like Fakir Mohan Senapati and Radhanath Ray, the two gifted sons of the district and many others who suitably combated the argument levelled against Oriya language and proved beyond doubt that Oriya was a modern Indian language - complete and prosperous like any other sister languages in India. John Beams, the famous linguist who was the Collector of Baleshwar from 1869 to 1873 was strongly against this movement and wrote as follows in his Manual of District of Baleshwar, the historical portion of which was printed in the Journal of the Royal Asiatic Society of Bengal. "That they are not an offshoot of the Bengali is proved by the fact that their language was already formed as we now have it, at a period when Bengali had not yet attained a separate existence and when the deltaic portion of Bengal was still almost uninhabited. So that in fact they could not have sprung from the Bengalis simply because there was no Bengalis to spring from.

Numerous as are the allusions in early Oriya history to the north-western and western parts of India, and frequent as their expeditions to the south, it is remarkable that there is nowhere in all their annals more than an obscure occasional mention of Bengal and then even as a far off inaccessible place. The similarity between the languages is not by any means so great as some Bengali writers have sought to make out, and what similarity there is, is due to the fact that they are both dialects of the eastern or Magadhi form of Prakrit". Finally the order of the Lt. Governor of Bengal passed on to the D. P. I. Bengal was as follows :—

"It is only too evident from what has been reported that the tendency among those who have any influence in the matter of education is and has been, to encourage Bengali learning to the

almost entire exclusion of the native language (Oriya). Your proposal, therefore, to continue the study of Oriya simply in the elementary schools and not beyond is, in the Lt. Governor's opinion, not only against the wishes of the natives of Orissa, but it is opposed to the policy which he considers the Government is bound on every consideration to follow, viz., that our chief care should be to give to the Oriyas an opportunity of learning their own language, and the means for this end should be exclusively supplied".

Thus the study of Oriya language was introduced in schools and the long drawn-out strife centring this issue was set at rest. The children had their education through the medium of their mother tongue as before. As a result, a few Bengali Primary schools started in north Baleshwar gradually disappeared.

Thereafter there was steady growth of education in the district. On 1st April, 1936 when the province of Orissa was created the percentage of literacy in the district was only 6. The following table shows a picture of education in the district at the time of creation of the province of Orissa.

| Type of Institutions<br>(1)               | Number of institutions<br>(2) | Number of students<br>(3) | Number of teachers<br>(4) |
|---|-------------------------------|---------------------------|---------------------------|
| High English schools ..                   | 4                             | 740                       | 50                        |
| Middle English/Middle Vernacular schools. | 26                            | 1710                      | 104                       |
| Primary schools (Boys) ..                 | 511                           | 16037                     | 1276                      |
| Primary schools (Girls)                   | 15                            | 422                       | 18                        |
| Sanskrit Primary schools ...              | 6                             | 162                       | 9                         |
| Maktabas ...                              | 8                             | 216                       | 8                         |
| Madrasa ...                               | 2                             | 52                        | 5                         |
| Tols ...                                  | 10                            | 142                       | 13                        |
| Elementary Training schools               | 5                             | 50                        | 10                        |
| Technical school ..                       | 1                             | 40                        | 8                         |

LITERACY :

As per Census of 1901, 7.8 per cent (15.7 males and 0.4 females) of the population of the district could read and write. At the time of creation of the province of Orissa, i.e., on the 1st April 1936 the percentage of literacy of the district was reported to be 6 per cent. It is only after independence that the percentage of literacy in the country as a whole and so also in the district took an upward trend. In the Census of 1951 the per-

centage of literacy was at 23.7 per cent composed of 20.3 male and 3.4 female. There was an increase in the percentage of literacy by 5.8 per cent during the next decade, i.e., 1961 (Census) which rose to 29.5 per cent comprising 23.2 per cent males and 6.3 per cent female as against the state average of 17.4 per cent and 4.3 per cent respectively. Thus it is clear that the district had better literacy than the state average. Among males, the percentage of literacy was 45.8 whereas among females it was 12.7. Towards 1971 the position was still better and the rise of literacy was 4.2 per cent more during the decade. 33.7 per cent of the population of the district returned literate. For males it was 47.5 per cent and for females it was 19.5 per cent. In the following decade the literacy figure further went up. According to 1981 Census the percentage of literacy in the district was recorded at 41.84 which was third in the state of Orissa, with Puri district at the highest placed with 45.71 percentage of literacy followed by Cuttack with 45.33 per cent. The percentages of literacy among males and females were 55.07 and 25.32 respectively as per the 1981 Census.

#### Number of Literates

The census test of literacy is the ability to write a letter to a friend and read the answer to it. The district of Baleshwar had more literates compared to other two districts, i.e., Cuttack and Puri of Orissa in the province of undivided Bihar and Orissa. The following table shows the progress of education and the number of literates in the district and so also Orissa portion of undivided Bihar-Orissa in the censuses from 1881 to 1931.

#### Number of Literates per 10,000

| Year    | All Ages 10 and Over |         |        |         |
|---------|----------------------|---------|--------|---------|
|         | Baleshwar            |         | Orissa |         |
|         | Males                | Females | Males  | Females |
| (1)     | (2)                  | (3)     | (4)    | (5)     |
| 1881 .. | 1,680                | 20      | 1,470  | 40      |
| 1891 .. | 1,360                | 40      | 1,440  | 30      |
| 1901 .. | 2,038                | 51      | 1,964  | 54      |
| 1911 .. | 1,802                | 64      | 1,699  | 65      |
| 1921 .. | 1,901                | 91      | 1,873  | 99      |
| 1931 .. | 2,017                | 111     | 1,862  | 116     |

The number of literate persons in the district at the Census of 1951 was 2,52,601 made up of 2,24,424 males and 28,177 females. More attention was paid in spreading education in the district in the

years after independence resulting in more number of literates coming out every year. Increasing number of educational institutions are being opened in different parts of the district. More facilities for education are also made available to the people. According to the 1961 Census the total number of literates in the district figured at 4,17,527 of whom 3,28,489 were males and 89,038 females. Thus there was more than 50 per cent increase in this field. In the urban areas out of 91,905 people (49,784 males and 42,121 females) 35,942 persons (26,000 males and 9,942 females) were found to have been literate. In the rural areas out of total population of 13,24,018 (6,67,556 males and 6,56,462 females), 3,81,585 persons (3,02,489 males and 79,096 females) were returned literate. In the rural areas less persons were found to be literate while compared to the figures in the urban areas. According to their educational standard the total educated people in the district as a whole could be break up as 3,57,144 persons (2,76,114 males and 81,030 females) literates (without educational level), 50,166 persons (42,617 males and 7,549 females) Primary or Junior Basic and 10,217 persons (9,758 males and 459 females) Matriculation and above.

As per the Census of 1971 the total population in the district was 18,30,504 persons comprising 9,28,342 males and 9,02,162 females of which only 6,17,105 persons (4,40,967 males and 1,76,138 females) were found to be literate and 12,13,399 people (4,87,375 males and 7,26,024 females) were illiterate. More than fifty per cent of the male population were found to be educated whereas education among women was much less.

Towards 1981 the number of literate persons in the district has increased. Out of a total population of 2,252,808 persons (1,139,355 males and 1,113,453 females) 947,598 persons (632,905 males and 314,693 females) were returned to be literate. However, more than half of its population were found to be illiterate. The statement given below shows the level of education of the literates in the district as per the Census of 1981.

| Educational level<br>(1)             | Persons      |                |
|--------------------------------------|--------------|----------------|
|                                      | Males<br>(2) | Females<br>(3) |
| Literate (without educational level) |              |                |
| (i) Non-formal                       | 17,771       | 6,441          |
| (ii) Formal                          | 214,474      | 132,081        |
| Primary                              | 180,440      | 106,028        |

| Educational Level<br><br>(1)                             | Persons      |                |
|--|--------------|----------------|
|  | Males<br>(2) | Females<br>(3) |
| Middle   | 135,051      | 54,331         |
| Matriculation/Secondary                                  | 48,908       | 10,791         |
| Higher Secondary/Intermediate/Pre-University             | 14,079       | 2,259          |
| Non-technical diploma or certificate not equal to degree | 45           | 24             |
| Technical diploma or certificate not equal to degree     | 6,605        | 785            |
| Graduate and above                                       | 15,531       | 1,952          |

#### SPREAD OF EDUCATION AMONG WOMEN

Education of girls in the district was initiated by the missionaries. The American Baptist Mission founded a Primary School for girls as early as 1839 which was converted to Middle English school in 1896. In 1939 the school ultimately reached the status of a High English school for girls. There was another Girls' Primary School at Barabati in Baleshwar town, managed by the Government. The institution was raised to a Middle English school in 1943 and subsequently into a High English school. The Hemaprava Girls' Middle English school at Soro and the Pohopsing Girls' Middle English school at Bhadrak were founded in 1940.

In the year 1904-05 there were 128 girls' school and the number of girl students receiving instruction therein was 3,884. Of these schools, three, one at the district headquarters, another at Jaleshwar and the third at Santipur, all under the management of the Baptist Mission, taught up to the standard of Middle Vernaculars; three were Upper Primary schools and 122 were Lower Primary schools. These Lower Primary schools included sixteen *zanana* classes taught by peripatetic Christian teachers, working under the superintendence of missionary ladies, who instructed 252 Hindu ladies in their homes.

In the beginning of the 20th century, increased number of girl students attended educational institutions owing to the popularity of co-education. In this respect the district occupied the highest position among Bengal districts as appears from O'Malley's Bengal gazetteer. The following remarks may be quoted from the



Government Resolution on the General Administration report of the Orissa Division for the quinquennial period 1900-01 to 1904-05: "The Lieutenant Governor is gratified to note that remarkable progress has been made in education among girls in recent years. This has been particularly marked in Balashwar. At the close of the last quinquennium the number of girls under instruction in that district was given as 2,005. In 1904-05 the number had risen to 7,462 or by almost 350 per cent".

Education for girls received further impetus in the period after independence. To encourage girl's education additional facilities are being made available for them. Girls are offered special educational facilities at all stages. For looking after the girl students in the schools, School Mothers were appointed. There was free supply of dress to girl students who regularly attended the schools. Lady teachers were also appointed in the institutions through sympathetic selection methods. In the schools the girls are eligible for free education. Only those whose parents were assessed to Income-tax and Agricultural Tax are charged with fifty per cent of the tuition fees. Girls at the college stage pay fifty per cent of the tuition fees, except those whose parents are subject to payment of Income-tax. These measures have brought positive results in the field of women's education in the district. Tuition fees for all girls up to post-graduate level has been waived from the academic year 1987-88. The number of educational institutions has also gone up. There is co-education at all stages. Development of women education in the district could be well ascertained from the statement given below which shows the number of girl students prosecuting studies in different educational institutions recognised by the Government in the years 1982-83 to 1985-86.

| Year    | Primary | Middle English | Secondary |
|---------|---------|----------------|-----------|
| (1)     | (2)     | (3)            | (4)       |
| 1982-83 | 123,397 | 22,981         | 18,915    |
| 1983-84 | 143,633 | 24,834         | 19,182    |
| 1984-85 | 169,429 | 26,777         | 19,504    |
| 1985-86 | 163,432 | 28,879         | 20,503    |

At present there are three women's college in the district and the total strength of women students in these institutions is 1,298 during 1986-87. The table given below shows the growth of female literacy in the district as per the censuses of 1951, 1961, 1971 and 1981.

| Census | Percentage of female literacy |
|--------|-------------------------------|
| 1951   | 6.9                           |
| 1961   | 12.7                          |
| 1971   | 19.5                          |
| 1981   | 28.26                         |

#### SPREAD OF EDUCATION AMONG BACKWARD CLASSES AND TRIBES

Right from the days of yore till the dawn of our independence people belonging to the backward classes and tribes constituted the most neglected section of the society. They were handicapped socially, economically and educationally. Spread of education had little impact on them. Because of their socio-economic condition they were, and are still to some extent, apathetic towards education. They prefer their children to toil in the field to supplement their little income than to sending them to school. Very little steps were also taken for attracting them towards education. In such a state of affairs, spread of education among them remained quite a difficult proposition. After the achievement of independence and the framing of the constitution special attention was paid to make rapid stride in the spread of education among these people. Various welfare programmes in the field of education are now under implementation both by the Education and Youth Services Department and the Harijan & Tribal Welfare Department for improving the socio-economic condition and the rate of literacy among the Scheduled Castes and the Scheduled Tribes.

With a view to attracting a good number of children to schools and discouraging the heavy dropouts from schools in the pre-Matric stage, the Department of Harijan & Tribal Welfare started opening special schools such as Sevashrams, Ashram Schools and High English schools in different parts of the district exclusively for the education of the people belonging to the Scheduled Castes and the Scheduled Tribes. Some of these institutions are residential type where the students belonging to these two groups prosecute their studies with the facilities of free boarding and lodging. Besides general education, the students in these schools are given practical training in different crafts such as carpentry, tailoring, smithy, agriculture, etc. At the post-Matric levels no special educational institutions are run by the Harijan & Tribal Welfare Department.

However, for providing residential facilities separate hostels have been established for them. Other educational facilities include free supply of reading and writing materials to the students reading in the educational institution maintained by the Harijan & Tribal Welfare Department. Nationalised text books are also supplied free to such students reading in Primary schools of the Education & Youth Services Department. Students reading in the Sevashrams are given free garments. The Scheduled Castes and the Scheduled Tribes students studying in the Middle English schools and High English schools of the Education & Youth Services Department and also the Harijan & Tribal Welfare Department are awarded with pre-Matric scholarship. Post-matric scholarship is also awarded to those who prosecute higher studies in various post-matric institutions in and outside the state. In the year 1985-86, the Harijan & Tribal Welfare Department maintained three High English schools including one for the girls, Ashram school and 46 Sevashrams in the district specially for the education of these students. The strength of the students in the same year in these High English schools, Ashram school and Sevashrams was 633,204,594 respectively. There were three hostels in the district for accommodation of these students. A total of 360 students found accommodation in the hostels during the same year.

Owing to the operation of different reformatory and regulatory measures undertaken by the Government, education has started spreading gradually among these people. According to the Census of 1961, the percentage of literacy found amongst the Scheduled Castes and the Scheduled Tribes was 13.9 and 5.7 respectively. In the next decade the percentage of literacy has slightly increased. As per 1971 Census 20.5 per cent of the Scheduled Castes and 7.0 per cent of the Scheduled Tribes population were found to have acquired literacy. The figures further rose to 26.83 among the Scheduled Castes and 11.20 among the Scheduled Tribes in the Census of 1961.

## GENERAL EDUCATION

### Primary Schools

Spread of primary education received real boost-up in the post-independence days. In 1950-51, there were 998 Primary schools in the district and it rose to 1,712 towards 1960-61. The figures further went up to 2,170 by the end of the following decade (as on 31st March, 1970). The rise could be attributed to the effective steps taken by the Government in the Five-Year Plan periods. Among various measures taken by the Government to attract greater number of pupils to the schools enrolment

drive was launched. Other facilities such as free mid-day meal, grant of merit-scholarship and grant for maintenance of poor students in hostels were provided. Primary education has been made free. The results are positive. The number of students in the school has been increasing gradually and steadily. More number of schools are being opened every year. The number of teachers in the educational institutions is also increasing. Towards 1980-81 the number of Primary schools went up to 2,189.

The table given below shows the growth of Primary education in the district for the five years 1981-82 to 1985-86.

| Year    | Number of schools |       | Number of teachers |         | Number of pupils |          |
|---------|-------------------|-------|--------------------|---------|------------------|----------|
|         | Boys              | Girls | Male               | Females | Boys             | Girls    |
| (1)     | (2)               | (3)   | (4)                | (5)     | (6)              | (7)      |
| 1981-82 | 2,317             | 16    | 4,701              | 519     | 1,71,638         | 1,15,623 |
| 1982-83 | 2,347             | 16    | 4,881              | 530     | 2,02,382         | 1,23,397 |
| 1983-84 | 2,347             | 16    | 4,936              | 559     | 1,96,659         | 1,43,633 |
| 1984-85 | 2,347             | 16    | 4,936              | 610     | 1,77,793         | 1,69,429 |
| 1985-86 | 2,377             | 16    | 4,977              | 615     | 2,26,752         | 1,63,432 |

Most of the Primary schools are managed by the local bodies such as Panchayat Samitis in the rural areas and Municipalities/Notified Area Councils in the urban and a few are directly under the Government.

### Madrasa

There were 5 Madrasas in the district for the education of the Muslims during the year 1985-86. The number of students was 1,174 (888 boys and 286 girls) and the number of teachers was 58 (including one female) in these institutions in the same year.

### Middle English Schools

The number of Middle English schools in the district in 1950-51, as per the Census of 1951, stood at 69 only which went up to 150 in 1960-61 according to the Census of 1961. Like Primary education, the number of Middle English schools

increased during the years after independence. In the beginning of the seventies (as on 31st March 1970) the number of such schools further rose to 552. The increase in the number of such institutions was more in the following decade. Towards 1980-81 the number of Middle English schools rose to 917 (including 3 for girls). Some of the Middle English schools are run by the Government and the rest are managed privately.

The statement given below furnishes the number of Middle English schools and the strength of the students and teachers therein in the district during the years 1981-82 to 1985-86.

| Year<br>(1) | Number of<br>Middle English<br>schools |              | Number of<br>teachers |                | Number of<br>students |              |
|-------------|--|--------------|-----------------------|----------------|-----------------------|--------------|
|             | Boys<br>(2)                            | Girls<br>(3) | Males<br>(4)          | Females<br>(5) | Boys<br>(6)           | Girls<br>(7) |
| 1981-82     | 953                                    | 3            | 3,451                 | 244            | 47,998                | 19,246       |
| 1982-83     | 978                                    | 3            | 3,531                 | 255            | 51,509                | 22,981       |
| 1983-84     | 978                                    | 3            | 3,535                 | 260            | 52,302                | 24,834       |
| 1984-85     | 993                                    | 4            | 3,537                 | 255            | 53,414                | 26,777       |
| 1985-86     | 999                                    | 4            | 3,568                 | 257            | 63,040                | 28,879       |

### High English Schools

Spread of secondary education got momentum after fifties. The number of High English schools in the district in 1950-51 was 24. In the following decade there were 49 such institutions which included two for girls both located at Baleshwar town. Progress of High English Schools was very remarkable during the next decade. As per 1971 Census the number of High English schools was 208 as on the 31st March 1970. One Higher Secondary School was opened during this decade. The district enjoys better facilities of secondary education while compared to other districts of the state. According to survey report entitled "Some Important Findings on Schools Education in Orissa", published by the Education and Youth Services Department in 1973, 90.90 per cent of the total population of the district enjoyed facility of secondary education in their habitations or within a distance of 5 km. which was highest and was even higher than in the state average of 64.42 per cent. Thus it could be inferred that

the district made significant progress in the field of secondary education while compared to other districts of the state. In the beginning of the eighties the number of schools had increased considerably. In 1980-81 it stood at 346 including 32 schools for girls. Remarkable change was also noticed in the strength of student and the teachers in these institutions. On 31st March 1961, the number of teachers and students in these schools were 673 and 13,308 respectively. The strength of teachers rose to 1,864 and that of the students to 32,041 according to the Census of 1971. Towards 1980-81 still more was the increase as the corresponding figures stood at 3,102 (including 286 females) and 56,172 (including 16,190 girls) respectively. The foregoing table shows the growth of High English schools, with the number of teachers and students in the district during the five years (1981-82 to 1985-86).

| Year<br>(1) | Number of High English schools |              | Number of teachers |                | Number of students |              |
|-------------|--------------------------------|--------------|--------------------|----------------|--------------------|--------------|
|             | Boys<br>(2)                    | Girls<br>(3) | Males<br>(4)       | Females<br>(5) | Boys<br>(6)        | Girls<br>(7) |
| 1981-82     | 334                            | 34           | 2,951              | 324            | 42,315             | 22,459       |
| 1982-83     | 359                            | 34           | 3,098              | 333            | 45,402             | 18,915       |
| 1983-84     | 371                            | 34           | 3,199              | 359            | 47,433             | 19,182       |
| 1984-85     | 441                            | 34           | 3,246              | 361            | 48,991             | 19,504       |
| 1985-86     | 461                            | 34           | 3,347              | 377            | 49,805             | 20,503       |

The Board of Secondary Education, Orissa, Cuttack conducts the High English Schools Certificate Examination.

### Basic Schools

There are thirty-three Basic Schools in the district and during 1985-86 a total of 3,282 students were taught by 1,719 teachers in these institutions.

### Kendriya Vidyalaya

The Kendriya Vidyalaya, Baleshwar established on 28th June, 1972 imparts teaching up to Class XI of 10+2 pattern of education. The medium of instructions are English and Hindi. The institution is affiliated to the Central Board of Secondary Education, New Delhi. During 1986-87 there were 597 (369 boys and 228 girls) students and 34 teachers (15 male and 19 female) in this Central School.

### **Cambridge and Convent Schools**

Established in the year 1973 at Baleshwar town, St. Vincent's Convent School, imparts education up to standard X starting from Kindergarten classes. During 1985-86 there were 1100 students in the institution. The medium of instruction is English; Oriya and Hindi are taught as second language. There is a hostel for the accommodation of the students. It is affiliated to the Council for Indian Schools Examination, New Delhi. The Diocese of Baleshwar is the controlling authority of the institution.

### **Colleges**

Started as a second grade college in July 1944 with 96 seats for Intermediate in Arts course, the Baleshwar College was the only institution of the type in the whole of the district in the pre-independence era. In 1946 the Bachelor of Arts class opened and Intermediate in Science was opened in 1948 and ultimately after more than a decade the Bachelor of Science class was opened in 1961-62. Now the institution provides education up to post-graduate level in Arts, Science and Commerce. The college was renamed as Fakir Mohan College in 1949 after the eminent Oriya poet and novelist late Fakir Mohan Senapati who was the son of the soil. Another college was started at Bhadrak in 1948 with initiative by the local people. Though privately managed, the institution was one of the big colleges of the state so far as its student's strength was concerned. Recently, this has been taken over by the State Government. These two colleges were directly under the Government. Other privately managed colleges but aided by the Government were providing higher education in the district till the end of the fifties. The Kuntala Kumari Sabat Womens' College was started at Baleshwar in 1960. It was the only women's college in the district. During the sixties, colleges were started at Basudebpur (1963), Jeleshwar and Soro (1964) by the initiative of the local people. The Government Evening College at Baleshwar started in 1966 by the Utkal University and later took over by the Government.

Private incentive has been playing an important role in spreading higher education in the district. More number of colleges are being opened in different parts of the district in recent years. During the year 1985-86 there were 33 colleges (approved by the Government) in the district of which 5 are directly under the Government and the rest are privately managed. Privately managed institutions raise funds through contribution by the public and local bodies and Government grants. A list of colleges in the district indicating the student and teacher strength is given in the pages 605 to 609.

| Name of the College                                 | Year of establishment | Standard up to which teaching is imparted  | Number of students |       | Number of teachers |        | Remarks                  |
|---|-----------------------|--|--------------------|-------|--------------------|--------|--------------------------|
|   |                       |  | Boys               | Girls | Male               | Female |                          |
| (1)   | (2)                   | (3)  | (4)                | (5)   | (6)                | (7)    | (8)                      |
| 1. Fakir Mohan College, Baleshwar.                  | 1944                  | Degree in Arts, Science, Post-graduate degree in Commerce and Mathematics.               | 2,177              | 428   | 86                 | 11     | Government college       |
| 2. Bhadrak College, Bhadrak.                        | 1948                  | Post-graduate degree in Economics and Commerce and Degree in Commerce, Science and Arts. | 2,921              | 559   | 124                | 10     | Ditto                    |
| 3. Kuntala Kumari Sabat Women's College, Baleshwar. | 1960                  | Degree in Arts   | ..                 | 544   | 7                  | 20     | Ditto                    |
| 4. Atalbehari College, Basudevpur.                  | 1963                  | Degree in Arts and Science and +2 in Commerce.   | 1,195              | 141   | 48                 | 2      | Government aided college |
| 5. Dinakrushna College, Jaleshwar.                  | 1964                  | Ditto  | 947                | 195   | 38                 | 4      | Ditto                    |
| 6. Upendra Nath College, Soro.                      | 1964                  | Degree in Arts, Science and Commerce.  | 1,574              | 223   | 49                 | 8      | Ditto                    |



| Name of the College                                   | Year of establishment | Standard up to which teaching is imparted      | Number of students |       | Number of teachers |        | Remarks                    |
|---|-----------------------|--|--------------------|-------|--------------------|--------|----------------------------|
|   |                       |  | Boys               | Girls | Male               | Female |                            |
| (1)   | (2)                   | (3)  | (4)                | (5)   | (6)                | (7)    | (8)                        |
| 7. Fakir Mohan Evening College, Baleshwar             | 1966                  | Degree in Arts                                 | 576                | 111   | 18                 | ...    | Government college         |
| 8. Evening Shift Bhadrak College, Bhadrak             | 1974                  | Degree in Arts                                 | 711                | 86    | 18                 | 1      | Ditto                      |
| 9. Biranchi Narayan Madhab Arjun College, Paliabindha | 1975                  | Degree in Arts, +2 Science and Commerce.       | 809                | 43    | 39                 | 3      | Government aided college   |
| 10. Nilamani Mahavidyalaya, Rupsa.                    | 1976                  | Degree in Arts and +2 in Science and Commerce. | 678                | 81    | 22                 | 6      | Privately managed un-aided |
| 11. Subarnarekha Mahavidyalaya, Baliapal              | 1976                  | Degree in Arts and Science                     | 854                | 195   | 30                 | 3      | Ditto                      |
| 12. Laxmi Narayan Mahavidyalaya, Jamsuli              | 1976                  | Degree in Arts and +2 in Science.              | 512                | 196   | 16                 | ..     | Ditto                      |

| Name of the College                     | Year of establishment | Standard up to which teaching is imparted | Number of students |       | Number of teachers |        | Remarks                            |
|---|-----------------------|---|--------------------|-------|--------------------|--------|------------------------------------|
|   |                       |   | Boys               | Girls | Male               | Female |                                    |
| (1)                                     | (2)                   | (3)                                       | (4)                | (5)   | (6)                | (7)    | (8)                                |
| 13. Dhamnagar College, Dhamnagar        | 1977                  | Degree in Arts and +2 in Science.         | 470                | 72    | 21                 | 3      | Managed privately un-aided college |
| 14. Harekrushna Mahtab College, Kupari. | 1978                  | +3 Arts                                   | 490                | 104   | 15                 | 2      | Ditto                              |
| 15. Gopalpur College, Gopalpur.         | 1978                  | +2 Arts                                   | 290                | 94    | 13                 | 3      | Ditto                              |
| 16. Belavoomi Mahavidyalaya, Abhana.    | 1978                  | +3 in Arts and +2 in Science              | 265                | 153   | 18                 | 1      | Ditto                              |
| 17. Dr. Jadunath College, Rasalpur.     | 1978                  | Degree in Arts                            | 129                | 58    | 9                  | 2      | Ditto                              |
| 18. Swarnachud Mitrapur.                | 1978                  | Degree in Arts and +2 in Science.         | 409                | 147   | 18                 | 1      | Ditto                              |
| 19. Naami College, Naami                | 1978                  | +2 in Arts                                | 348                | 88    | 11                 | ..     | Privately managed un-aided         |

|                                   |                                       |  |     |     |    |    |                                     |
|-----------------------------------|---------------------------------------|--|-----|-----|----|----|-------------------------------------|
| 20. Nilagiri Nilagiri,            | College, 1978                         | Degree in Arts                         | 441 | 168 | 20 | 1  | Ditto                               |
| 21. Saraswata dyalaya, Anantapur. | Mahavi-<br>College, 1978              | +2 Arts                                | 169 | 55  | 12 | 2  | Ditto                               |
| 22. O u p a d a Oupada.           | College, 1978                         | +2 Arts                                | 46  | 29  | 11 | .. | Ditto                               |
| 23. Chandbali Chandbali.          | College, 1979                         | +3 Arts and Commerce                   | 684 | 174 | 20 | 4  | Privately managed unaided           |
| 24. Charampa dyalaya, Bhadrak.    | Mahavi-<br>Charampa,<br>College, 1979 | Degree in Arts and Arts and Science    | 641 | 58  | 16 | 2  | Managed privately un-aided college. |
| 25. Bhadrak College, Bhadrak.     | Women's<br>College, 1980              | Degree in Arts and Arts.               | ..  | 589 | .. | 25 | Ditto                               |
| 26. Agarpara Agarpara             | College, 1980                         | Degree in Arts and Arts and Commerce   | 454 | 134 | 22 | 2  | Ditto                               |
| 27. Khaira Khaira.                | College, 1980                         | Degree in Arts, and Arts and Commerce. | 394 | 186 | 15 | 4  | Ditto                               |

|   |      |                             |     |     |    |    |                           |
|---|------|-----------------------------|-----|-----|----|----|---------------------------|
| 28. Siddheswar College, Amarda Road.            | 1980 | Degree in Arts and Science  | 941 | 256 | 28 | 4  | Government aided college. |
| 29. Bant Anchalika College, Bant.               | 1980 | +2 in Arts                  | 186 | 108 | 11 | .. | Privately managed unaided |
| 30. Rural Institute of Higher Studies, Bhograi. | 1980 | +3 Arts and +2 Science      | 703 | 285 | 27 | 3  | Ditto                     |
| 31. Shantilata dyalaya, Utikiti.                | 1980 | +3 Arts                     | 325 | 85  | 12 | .. | Ditto                     |
| 32. Similia College, Markona.                   | 1981 | +2 in Arts and +2 Commerce  | 315 | 72  | 11 | 2  | Ditto                     |
| 33. Srinibas College, Mangalpur.                | 1985 | +2 in Arts and +2 Commerce. | 202 | 68  | 11 | 1  | Ditto                     |
| 34. Jaleshwar College, Jaleshwar.               | 1984 | +2 Arts                     | 165 | ..  | 10 | .. | Not yet affiliated.       |

**PROFESSIONAL AND TECHNICAL EDUCATION**

To train up candidates (inservice and fresh) for teachership in Primary schools there are seven Secondary Training schools in the district, located at Agarpara, Tudigadia, Bagudi, Nangaleswar, Remuna, Basta and Pahimahura. The training schools situated at Remuna and Basta are meant for women. The minimum qualification for admission to these schools is Matriculation. The course is of two-year duration and the successful candidates are awarded with the Certificate of Teachership by the Board of Secondary Education, Orissa, Cuttack. The intake capacity of each of these training schools is 60 of which 50 are stipendiary. Each trainee gets stipend at the rate of rupees 75 per month.

**Industrial and Technical Institutions**

The Industrial Training Institute at Baleshwar has been functioning since 1958. The institute provides training in the trades like Electrician, Wiremen, Diesel Mechanic, Stenography, Fitter, Motor Mechanic, Welder, Turner, Tractor Mechanic and Sheet Metal Works. The minimum qualification for eligibility for admission is Matriculation for some trades like Electrician, Diesel Mechanic with two-year duration, (for non-Matrices the Diesel Mechanic course is of one year) and Stenography with one-year duration. In other trades the incumbents are non-Matric. The total strength of the students of the institute is 349 including 10 girls during 1986-87. The institute is affiliated to the State Council for Education and Training, Orissa, Cuttack under the administrative control of the Director of Industries.

**Baleshwar Technical Schools, Baleshwar**

The Baleshwar Technical School is an old institution. It was established in the year 1906 by the Christian Missionaries with a view to providing vocational training. It imparts one year certificate course in short-hand and type-writing; and three-years artisan certificate course in the trades like Carpentry, Turner, Fitter and Welder. The minimum educational qualification for the former is Matriculation and Middle School for the later. The artisan course is for male candidates only. During 1986-87 there are 87 students (49 boys and 38 girls) in one-year certificate course and 23 boys in the artisan course. The number of teachers is 7 including one female. The institution is managed by the Christian Service Society of the Bengal-Orissa-Bihar Baptist Churches.

### **Crew Training Institute, Chandbali**

The Crew Training Institute at Chandbali was established on 1st February, 1980. Initially the Crew Training Establishment was first created under the Commerce and Transport (Ports) Department in April 1979 for imparting training to the raw hand Khalasi, Serang and driver of inland mechanically propelled vessels according to the Inland Vessel Act, 1917 (modified up to December 1977). After completion of training the successful candidates are issued a certificate to act as a deck rating or engine rating of motor launch or trawler. After some experience the trainees are eligible to appear at the Competency examination (Licence examination) to act as Serang or driver of inland mechanically propelled vessels plying on rivers and canals of Orissa. The institute conducts two types of training course, one Refresher Training course of three-month duration meant for only inservice and candidates with some experience and aged between 25 and 45 years and the other Regular (Fresh) Training course of ten-month duration meant for fresh candidates and aged between 17 and 19 years. In both the cases the minimum educational qualification required is passed class IX. There is provision for training of the male candidates only in the institute. There are only 30 seats available in Regular course and 10 seats in Refresher course. The strength of the teaching staff is 9 including one Principal, two Instructors, one Marine F/M and five crews. The Director of Inland Water Transport, Cuttack, is the controlling authority of the institute.

### **Baleshwar Law College, Baleshwar**

The Baleshwar Law College, Baleshwar, has been functioning since 2nd October, 1978. The college provides education up to degree standard in law. It is privately managed and affiliated to the Utkal University. During 1986-87, there were 475 students (457 men and 18 women) and 12 teachers in this college.

### **Craft School**

There is a craft school at Jajangapatna which imparts training in crafts mostly based on raw materials like golden grass, cane and bamboo, Keora-leaf, palm-leaf, Konet, nalia grass, coir, etc., available in the locality. The course of the training is of one year duration and is imparted by an Instructor. There is provision for award of stipends to the trainees.

### **Government Training College**

The Government Training College, Baleshwar was established on 5th October, 1977. The intake capacity of the training college is 64. The institution imparts training in Bachelor Degree in Education and is affiliated to the Utkal University.

Two more training colleges have been started in the district in 1980 under private effort. They are located at Agarpara and Baliapal with the intake capacity of 128 in each college. The institutions receive financial aid from the Government.

These training colleges provide training up to degree standard in Education.

### **Baliapal College of Physical Education**

The Baliapal College of Physical Education, Baliapal was established on 1st June, 1981 under private management. It is affiliated to the Utkal University and is recognised by the Government. The training college conducts certificate course and degree course in physical education of 9 months and 10 months duration, respectively. During 1986-87, there are 128 trainees (116 men and 12 women) in the certificate course and 128 (108 men and 20 women) in the degree course, and 9 teachers. The college is a residential one.

### **Institution for Fine Arts, Music, Dance and Painting**

The Monmohan Sangeet Parishad, Bhadrak was established in 1950. The institution imparts instruction in music (vocal and instrumental and dance) up to post-graduate standard (Master in Music; Sangeet Bhaskar) of 8 years duration. The instrumental music includes violin, Sitar and Tabla and the classical Hindusthani, Odissi and Bhab Sangeet form the vocal music section. During 1985-86, it had 161 students and 9 teachers. The Sangeet Parishad is affiliated to the Pracheen Kala Kendra, Chandigarh.

Incepted in the year 1956 the Nrutya Sangeet Kalamandir, Baleshwar provides teaching facility up to graduate standard (Bisharad) in vocal (Hindusthani and Odissi) and instrumental (Tabla, guitar, sitar and violin) and Odissi dance. It is affiliated to the Akhil Bharatiya-Gandharva Mahavidyalaya Mandal, Pune. In 1985-86 there were 336 students and 20 teachers.

The Swarnachuda Chhau Institute at Nilagiri is an old institution for propagation of music and dance. It was established in the year 1950. During 1985-86, the institute had 32 students (24 in Chhau dance and 8 in music section) and 4 teachers. The institute imparts a ten-month course in Chhau dance.

The Swara Tirtha, Bhadrak, a college of music, dance and drama was opened during the year 1970-71. It imparts a 6-year course in music, vocal and instrumental, and dance (Odissi). The institution is affiliated to the Prayag Sangeet Samiti, Allahabad. During 1985-86 it had 76 students (49 boys and 27 girls) and 5 teachers.

The establishment of the Saikala Mandir, Baleshwar dates back to the year 1972-73. Teaching on music both vocal and instrumental and Odissi dance of 7 years duration (B. A. standard) is being given to the students. During 1985-86 the Saikala Mandir had 131 students (68 boys and 63 girls) and 11 teachers. It has its affiliation with the Gandharva Mahavidyalaya Mandal, Miraj and Pracheen Kalakendra, Chandigarh.

#### ORIENTAL SCHOOL

##### **Sanskrit Tols**

The district seems to have been conscious of Sanskrit learning since long. In 1895-96 there were 9 Sanskrit Tols and the strength of the pupils was 146. The number of Sanskrit Tols increased to 39 towards 1985-86 and the number of students during the same year was 3,044 students (2,389 boys and 655 girls). The number of teachers was 185.

##### **Shyama Sundar Sanskrit College**

There is only one Sanskrit College in the district namely, the Shyama Sundar Sanskrit College at Bhograi which was opened in 1930 as a Tol and converted to a college in the year 1975. The Sanskrit College provides Sanskrit teaching from Prathama to Acharya (M. A. standard). The Shastriya subjects taught to the students are Sahitya, Dharmashastra, Vyakarana and Purana in both Sanskrit and Oriya languages. Besides, subjects like Oriya, English, Mathematics, Science, History, Political Science and shorthand and type-writing are also taught. It is affiliated to Sri Jagannath Sanskrit Vishwa Vidyalaya, Puri. During 1985-86 it had 183 students (155 men and 28 women) and 16 teachers (including one female). The institution is privately managed and approved by the Government of Orissa.

##### **School for Mentally Retarded Children**

A school for mentally retarded children at Baleshwar has been functioning since 2nd August, 1982 as one of different wings of the Handicapped Welfare Organisation, Baleshwar. It is recognised by the Community Development and Rural Reconstruction Department, Government of Orissa. The school imparts teaching up to Primary standard to mentally retarded children and children who are hard of hearing. The method of teaching is through



daily living activities, habit training, (toileting, washing, dressing, etc.), motor training (standing, sitting, walking, running, etc.), behaviour, modification training, language training, speech therapy, music therapy, play therapy, physiotherapy and vocational training. The medium of instruction is Oriya. During 1986-87 there were 25 students (20 boys and 5 girls) and 4 teachers (3 male and 1 female) in the school.

#### ADULT LITERACY

Driving out illiteracy has been a matter of great concern to the Government since independence. In 1948, the State Government took up the cause of adult education and the Normal Adult Education Programme was introduced. As many as forty night schools were opened in the district and the Primary school teachers were engaged to take up night classes for educating the adults. They were awarded Rs. 21/- for making an adult literate. The Adult Education Programme gathered momentum since 1951 when the Government took up the scheme of social education. In Community Development Blocks night schools both for men and women were opened. Non-formal education was introduced in 1975-76 and redesignated as the Rural Functionary Literacy Programme with effect from 1977. The National Adult Education Programme was launched on the 2nd October, 1978 on a massive scale by incorporating the Rural Functionary Literacy Programme and the Non-formal Education Programme which were in operation. The Adult Literacy Programme now comes under the National Minimum Needs Programme. The scheme of universalisation of elementary education for the children in the age-group 6—14 and the adult literacy and Non-formal Education Programme are the two distinct features of the present programme. The policy of the Government is to integrate and link the programme effectively with the developmental activities of the state. Thus, it adds a new dimension to the earlier literacy programme by way of combining social awareness to the earlier components of literacy and functionality as objectives of the programme.

According to the Fourth Educational Survey in September, 1978 a total of 4,070 children in the age-group 6—14 were enrolled in the non-formal education centres in the district which was the highest in the state. The enrolment of participants above 35 age-group in the non-formal education centres was reported to be 219, 932 adults in the Adult Education Centres in the district during the same year.

In 1984-85, there were 360 Adult Literacy Centres (300 under Central Plan and 60 under State Plan) for the age group 15—35 in the district, with 30 adults being enrolled

in each centre. One Instructor has been appointed in each of the centres with a monthly payment of Rs. 50/-.

This apart, the illiteracy drive is conducted through other voluntary organisations like the Nehru Yuvak Kendra, National Service Scheme (N. S. S.) in the colleges and universities with the Central Government assistance.

#### CULTURAL AND LITERARY ORGANISATIONS

Cultural and literary organisations usually concentrate mostly in the urban areas. There are some active organisations in the district. These organisations organise literary meetings and symposia, observe the birth day of the eminent Oriya poets and writers, felicitate distinguished litterateurs on different occasions, publishes the writings of old poets and writers, etc. Some also publish magazines and journals. The statement given below shows the name of some of the active literary and cultural organisations in the district with their brief account.

| Name of the organisation                    | Date/year of establishment | Total number of membership | Remarks  |
|---|----------------------------|----------------------------|--|
| (1)   | (2)                        | (3)                        | (4)  |
| 1. Fakir Mohan Sahitya Parishad, Baleshwar. | 1948                       | 145                        | Maintains a library. Published books, namely, Fakir Mohan Parikrama, Rajatashri Smaranika, Kanheianauna, Fakir Mohan: His life and literature. |
| 2. Sahitya Sanskruti Parishad, Bhadrak.     | 14.4.1980                  | 150                        | Maintains other sister institutions, such as, Yuba Srasta Manasa, Indira Priya Darshani, Sunday Art School, etc.                               |
| 3. Radhanath Pathagar, Soro.                | 5.10.1949                  | 120                        | Maintains a good library. Runs an adult education centre, published a book, namely, Radhanath Parichiti.                                       |

| Name of the organisation   | Date/ Year of establishment | Total number of membership | Remarks  |
|--|-----------------------------|----------------------------|--|
| (1)  | (2)                         | (3)                        | (4)  |
| 4. Dinakrushna Sahitya Parishad, Jalashwar.                          | 1983                        | 300                        | Published books, namely, Dinakrushna Smaranika, a souvenir, Samakalina Sahitya.  |
| 5. Uttar Orissa Sahitya Sans - kruti Sammelan, Baleshwar.            | 1976                        | 437                        | Encourages Orissan art, culture and literature specially in the border areas. Publishes scripts of talented writers.   |
| 6. Barta Pratisthan Meghadambaru, Kuruda.                            | 14.11.1979                  | ..                         | Publishes a literary quarterly, namely, Barta Urmi, a children's magazine-Tikifula Raija It also maintains some social service organisations.                          |
| 7. Kabi Krushnakanta Sahitya Parishad.                               | 3.2.1980                    | 20                         | It aims to propagate the Chhanda, Chaupadi, etc., written by the late poet Krushnakanta Das. Organises an Akhada Dal.  |
| 8. Banchhanidhi Smarak Natya Niketan and Banchhanidhi Pathagar, Iram | 10.2.1962                   | 35                         | Besides literary and cultural activities, it renders social services, and conducts sports. Published a book, namely, Banchhanidhi Padyabali.                           |
| 9. Kanta Sahitya   | 1966                        | 11                         | Organises cultural and literary meets. Published books, namely, Rastati Dhuli O'Matira, a magazine— Sabuja Shri and Aranya . It also exhibits theatrical performances. |

Besides the Shastriji Yubak Sangha and Cultural Association (1965), Gangadhar Smruti Yuba Parishad (1974) and Binapani Yuba Parishad (1975) are some other organisations of the type functioning in the district.

#### LIBRARIES

Library is a centre of learning. With the growth of modern civilization the importance of library has increased and are widely spread right from the towns down to the villages. Almost all educational institutions have their own libraries. Offices also maintain reference library for their use. Among the public libraries the name of the Radhanath Pathagar at Soro deserves mention. It was started in the year 1946. The Subodh Chandra Bani Bhaban at Baleshwar town was another old library in the district. The library merged with the public reading room in 1950. The Information and Public Relations Department of the Government of Orissa maintains library-cum-reading room at Baleshwar and Bhadrak with a daily average attendance of 50 and 65 respectively. There was a reading room at Nilagiri. The District Library at Baleshwar has been set up in 1979 under the auspices of the Cultural Affairs Department of Government of Orissa. A good number of private libraries also function in different parts of the district. A list of some of the important libraries in the district is given below.

| Sl. No. | Name of the Library                             | Management                                  |
|---------|---|---|
| (1)     | (2)   | (3)   |
| 1       | Information Centre and Reading Room, Baleshwar. | Information and Public Relations Department |
| 2       | Information Centre and Reading Room, Bhadrak.   | Ditto                                       |
| 3       | District Library, Baleshwar                     | Cultural Affairs Department                 |
| 4       | Bapuji Pathagar, Chudamani                      | Private management                          |
| 5       | Binapani Library, Channagar                     | Ditto                                       |
| 6       | Radhanath Pathagar, Soro                        | Ditto                                       |
| 7       | Santiniketan Pathagar, Dhusuri                  | Ditto                                       |
| 8       | Utkal Laxmi Pathagar, Bankabazar, Bhadrak.      | Ditto                                       |
| 9       | Kaupur G. P. Yubak Sangh Pathagar, Kaupur.      | Ditto                                       |
| 10      | Palibikash Pathagar, Balikhand                  | Ditto                                       |

## POETS AND WRITERS

The district has a special place in the development of Oriya language and literature. Sridhar Swami and Baladeb Vidyabhusan are the two famous Sanskrit scholars and commentators of India who were born in this district. Litterateurs like Radhanath Roy and Fakir Mohan Senapati who were the pioneers in various fields of Modern Oriya language and literature also hail from this district. A short account of the distinguished poets and writers of the district in the pre-independence period is given below.

Sridhara Swami, a Sanskrit scholar of repute was born in the village, Maraigan in Nilagiri subdivision of the district in the first half of the 14th century A. D. It is said that for his vast learning and saintly character he was selected as the Mahanta of the Govardhana Math (Bhogovardhana Pitha), a famous Sanskrit monastery at Puri. He had some notable works to his credit, the chief among which is the Bhabarthadipika Tika (ଭାବାର୍ଥ ଦୀପିକା ଟିକା), an erudite commentary on the Bhagavata Purana, which is accepted to be the best of its kind on the sacred text.

Baladeva Vidyabhusan, the great Sanskrit scholar and Vaishnav Philosopher, according to scholars, was born at Remuna in Balashwar district towards the end of the 17th century. His famous commentary on Vedanta Sutra which he named as 'Govinda Bhasya' earned him undying fame. Late Prabhat Kumar Mukherjee in his book 'History of Chaitanya Faith in Orissa', has discussed in detail about the birth place and the scholarly attainment of this Vaishnav scholar, from which an excerpt is quoted here: "He was born in a Khandait (Kshatriya) family in Balasore district towards the end of the 17th century. . . . . Baladeva was the greatest Sanskrit scholar of Orissa. Apart from his celebrated Govinda Bhasya and Prameya Ratnavali, he wrote the Siddhanta Ratna (ସିଦ୍ଧାନ୍ତ ରତ୍ନ) and the Sahitya Koumodi (ସାହିତ୍ୟ କୌମୁଦି). He also wrote commentaries on Rupa Stavamala (ରୂପ ସ୍ତବମାଳା) in 1764 A. D., Jiva Tattwa Sandarva (ଜୀବ ତତ୍ତ୍ୱ ସାନ୍ଦର୍ଭ) and on Rasikananda's Shyamananda Satakem (ଶ୍ୟାମାନନ୍ଦ ଶତକମ୍)." .

The famous Vaishnav poet, Dinakrushna Das's literary merit could be well judged from his poetical composition Rasavinoda (ରସବିନୋଦ) and other works. He belonged to the 17th century and was born in the village Tinia near Jaleshwar.

Janaki Ballabh Kar of Bhograi flourished in the 18th century, his famous work being Vishnu Sahasranama (ବିଷ୍ଣୁ ସହସ୍ରନାମ).

Jagannath Pani, of Nalanga, the forerunner of Vaishnav Pani, the popular composer of Oriya musical dramas was very much popular in the district for his Giti Natya and Suangas. Among his works, the Ushabati Haran (ଉଷାବତୀ ହରଣ), Parijat Haran (ପାରିଜାତ ହରଣ), Sita Banabas (ସୀତା ବନବାସ), Manabhanjan (ମାନଭଞ୍ଜନ), Mahiraban Badhha (ମହୀରାବଣ ବନ୍ଧ), Rukmini Parinaya (ରୁକ୍ମିଣୀ ପରିଣୟ), and Daksha Jajna (ଦକ୍ଷଯଜ୍ଞ), deserve special mention,

The Mughal Tamasa (ମୋଗଲ ତମାସା), a popular folk drama of Bhadrak was written by late Bansiballabh Goswami who was born in the village Sangat near Bhadrak in 1728.

Krushnakanta Das (1838—1903 A. D.) of Mangalpur in Soro police-station was a popular play-wright. He wrote 19 Giti Natyas and other devotional songs.

Oriya language and literature owe much to Fakir Mohan Senapati, and his contemporary Radhanath Roy who hailed from this district. It is their powerful writings which opened a new era in modern Oriya literature. Fakir Mohan Senapati (1843—1918) popularly known as Vyasakabi and who is also said to be the Thomas Hardy of Orissa for his novels hails from Mallikaspur in Baleshwar town. He was a poet, a writer and above all a novelist. His translation of the Ramayana and the Mahabharata from the original Sanskrit to Oriya earned him the epithet Vyasa Kavi. To remove the deficiency of text-books in Oriya he wrote Rajput ra Itihas (ରାଜପୁତ୍ର ଇତିହାସ), Bharatavarsara Itihas (ଭାରତ ବର୍ଷର ଇତିହାସ) and some other text books. His travelogue Utkal Bhraman (ଉତ୍କଳ ଭ୍ରମଣ) written in poetry is highly interesting as well as informative. The Puspamala (ପୁଷ୍ପମାଳା) Upahara (ଉପହାର) and Boudhavatara Kavya (ବୌଦ୍ଧବତାର କାବ୍ୟ) are some of his other poetical works. Fakir Mohan, however, excels in the field of short story writing and novel. His short story collection Galpasalpa (ଗଳ୍ପସାଳ୍ପ) published in 2 volumes and his four novels, Chhamana Athagunth (ଛମଣ ଆଠଗୁଣ୍ଠ), Mamu (ମାମୁ), Prayaschita (ପ୍ରାୟଶ୍ଚିତ) and Lachhama (ଲକ୍ଷ୍ମଣ) have earned him undying fame in Oriya literature and he has been rightly called as the Father of Oriya fiction. His autobiography, Fakir Mohananka Atmcharita (ଫକୀରମୋହନଙ୍କ ଆତ୍ମଚରିତ) which gives a vivid picture of the social, political and cultural conditions of his time is considered to be a masterpiece of its kind. A sense of humour, mild satire and a deep insight into human nature which make his short stories and novels so interesting are also amply represented in this autobiography.

Radhanath Roy who was born on the 28th September 1848 in the village Kedarpalli near Baleshwar town, is famous as the pioneer and chief architect of modern Oriya poetry. While Fakir Mohan enriched Oriya prose, Radhanath, the Poet of Nature excelled in poetry. He eschewed the ornate poetic style and Sanskritised diction of medieval Oriya poetry and brought poetry nearer to the heart of Oriya reader by writing in simple and mellifluous style. His poetic excellence lies in his treatment of nature. Instead of writing long Kavyas of the medieval period he preferred short Kavyas or Khanda Kavyas which become immensely popular. The impact of western literature is clearly discernible in his poetic compositions but he never abandoned all that is best in the long and rich tradition of Oriya poetry—Chandrabhaga, Kedar Gouri, Nandikeswari, Usha, Parvati, Chilika and Darabar which are some of his most popular Kavyas. He also wrote Mahayatra, an ambitious epic in blank verse, but could not complete it due to his death. He also made a successful translation of poet Kalidas's Meghaduta into Oriya and wrote some beautiful prose pieces.

Chandramohan Maharana, an inhabitant of Remuna and contemporary of Radhanath Roy, was a noted educationist and litterateur. His Kathavali (କଥାବଳୀ) and Odiya Sisu Vyakaran (ଓଡ଼ିଆ ଶିଶୁ ବ୍ୟାକରଣ) are well-known.

Late Chintamani Mohanty born in 1867 in Bhadrak was a voluminous writer in Oriya. He wrote poetry, short stories and novels. He wrote more than one hundred books, the chief among which are Ghumusara Kavya (ଘୁମୁସର କାବ୍ୟ), Mahendra (ମହେନ୍ଦ୍ର), Sinharaja (ସିନ୍ଧରାଜ), Udyana Khanda (ଉଦ୍ୟାନ ଖଣ୍ଡ), Utkal Kamala (ଉତ୍କଳ କମଳା), Meghasana (ମେଘାସନ), Salandi (ସାଲନ୍ଦୀ) all poetry and Rupachudi (ରୂପାଚୁଡ଼ି), Tankagachha (ଟଙ୍କା ଗଛ), Sanisapta (ସନିସପ୍ତା), Jugala Math (ଯୁଗଳମତ୍ତ) all novels. His Kavya, Vikramaditya (ବିକ୍ରମାଦିତ୍ୟ), is supposed to be his masterpiece.

Chintamani Mahanty spent most of his time in the district of Ganjam as a court-poet in the ex-zamindari of Surangi. The influence of Radhanath Roy in his poetry and that of Fakir Mohan Senapati in his novels and short stories is easily discernible.

Padma Charan Das (1867—1940) was born at Guharia Sahi in Soro police-station. His writings namely, Oriya Kirttan (in two volumes), Sangita Harabali (ସଙ୍ଗୀତ ହାରାବଳି) and plays like Kansabadha (କଂସବଧ), Prataprudradev (ପ୍ରତାପରୁଦ୍ରଦେବ) and Shri Shri Radhagovinda Kelivilasa (ଶ୍ରୀ ଶ୍ରୀ ରାଧାଗୋବିନ୍ଦ କେଳିବିଳାସ) speak of his literary merit.

Asraf Ali Khan was born in the middle of the 19th century in Baleshwar town. His critical appreciation of Meghanadabadha of Michael Madhusudan Dutta, a famous poet of Bengal, earned him the regard of Raychand Premchand and for his poetic excellence he was awarded the title of Kavya Ratnakar. His published works are Jugal Bharati ( ଯୁଗଳ ଭରତୀ ), 'Parbara Bheti' ( ପର୍ବର ଭେଟି ), Sarbasara Swasthya Sadhana ( ସର୍ବସାର ସ୍ଵାସ୍ଥ୍ୟ ସାଧନ ), Islam, Premochhwasa ( ପ୍ରେମୋଚ୍ଛ୍ଵାସ ), Asraf Kosa ( ଅସରଫ କୋଷ ), etc.

Dr. Niladri Dutta born at Januganj, Bhadrak, in 1887 is known for his literary works Chandroddhar ( ଚନ୍ଦ୍ରୋଦ୍ଧାର ) and Sukti ( ସୂକ୍ତି ).

Narayan Dey (1887) began writing from his student career. He taught English in the Ravenshaw College, Cuttack and was a reputed poet and critic in Oriya. His poetry collection 'Baijayanti' ( ବୈଜୟନ୍ତି ), critical work Sahitya O' Samalochana ( ସାହିତ୍ୟ ଓ ସମାଲୋଚନା ) are well known.

Kantakabi Lakshmikanta Mohapatra was born in 1888 at Talapada in Bhadrak Subdivision. The Kantakabi is famous in Oriya literature for his beautiful lyrics. He wrote poems, ballads, lyrics, Bhajans (hymns), dramas and short stories. He was the founder of the popular Oriya literary periodical, the Dagara. The periodical enjoyed wide circulation in Orissa for its satirical writings on contemporary social and political situations and for its humour and parodies. The devotional lyrics of the Kantakabi are very popular among Oriya readers. His incomplete novel Kanamamu ( କଣାମାମୁ ), based on realism is a superb creation. He was also the writer of 'Asahayogira Atmakatha' ( ଅସହଯୋଗୀର ଆତ୍ମକଥା ), a beautiful satire. He was a famous play-wright. His works were Karna ( କର୍ଣ୍ଣ ), Kaliya Dalana ( କାଳୀୟ ଦଳନ ), Besa Bedala ( ବେଶ ବଦଳା ), etc.

Mohini Mohan Senapati, son of Fakir Mohan Senapati, taught philosophy in the Ravenshaw College, Cuttack. He wrote many thought-provoking essays which have been collected and published. He was supposed to be an atheist and his revolutionary views on ethics and social morality raised a storm of controversy.

Sashibhusan Roy (1876—1953), son of the famous poet, Radhanath Roy is well-known for his excellent prose compositions. His two famous works are 'Utkala-Prakruti' ( ଉତ୍କଳ-ପ୍ରକୃତି ) and Utkalara Rutuchitra ( ଉତ୍କଳର ରତ୍ନଚିତ୍ର ).



Padamashree Laxminarayan Sahoo (1890—1960), a prominent social worker, wrote *Odisare Jaina Dharma* (ଓଡ଼ିଶାରେ ଜୈନ ଧର୍ମ) and *Mora Barabula Jiban* (ମୋର ବାରବୁଲା ଜୀବନ).

Banchanidhi Mohanty (1897—1938), a man from Eram made significant contributions to Oriya literature in the form of his inspiring lyrics written during the Freedom Movement. His works like *Utkalbina* (ଉତ୍କଳବୀଣା), and '*Banchhanidhi Padyavali*' (ବାଂଛାନିଧି ପଦ୍ୟାବଳୀ) have been published.

Nityananda Mohapatra was born in 1912 at Bhadrak. He is a reputed poet as well as a writer in Oriya literature. He has a lot of works to his credit. His published works include *Panchajanya* (ପାଂଚଜନ୍ୟ), *Kalaradi* (କାଳରଦି), all poetry; *Bhul* (ଭୁଲ), *Jibanara Lakshya* (ଜୀବନର ଲକ୍ଷ୍ୟ), *Jianta Manisa* (ଜୀଅନ୍ତା ମନିଷ), *Sukhara Sandhane* (ସୁଖର ସଂଧାନେ), *Jalanta Nian* (ଜଳନ୍ତା ନିଆଁ), *Khasada Bata* (ଖସଡ଼ା ବାଟ), *Hidamati* (ହିତମାତି), *Bhangahada* (ଭଂଗାହାଡ଼) and *Gharadiha* (ଘରଦିହ) all novels; *Naham Tisthami Baikunthe* (ନାହଂତିଷ୍ଠାମି ବୈକୁଣ୍ଠେ), a biography; *Akhi Nahin Kana Nahin* (ଆଖିନାହିଁ କାନନାହିଁ), a humour; *Patra O' Pratima* (ପତ୍ର ଓ ପ୍ରତିମା), *Kabipriyasu* (କବି ପ୍ରିୟସୁ), essay, etc. He won Orissa Sahitya Academy Award for his *Naham Tisthami Baikunthe*. He has also received Central Sahitya Akademi Award for his novel *Gharadiha* in 1987. He is also the editor of the Oriya literary magazine, the '*Dagara*' (ଦଗର).

Dr. Harekrushna Mahtab (1899—1987) who made his mark in life as an eminent politician, capable administrator, a famous historian and a veteran editor, was a litterateur of repute. He is very much famous for his *History of Orissa* published in two volumes both in English and Oriya. His writings include the *Pratibha* (ପ୍ରତିଭା) *Abyapara* (ଅବ୍ୟାପାର), *Nutan Dharma* (ନୂତନ ଧର୍ମ), *Tautor* (ତାଉଟର), *Charichhakshu* (ଚରିଚକ୍ଷୁ), *Sesa Asru* (ଶେଷ ଅଶ୍ରୁ), *Atma Dana* (ଆତ୍ମଦାନ), *Trutiya Parba* (ତୃତୀୟ ପର୍ବ), '*Palasi Abasane*' (ପଲାସୀ ଅବସାନେ) *Yuga Sanketa* (ଯୁଗ ସଂକେତ), *Sadhana Pathe* (ସାଧନା ପଥେ), *Andha Yuga* (ଅଧ ଯୁଗ). He got the Central Sahitya Akademi award in 1983 for his '*Gan Majalis*' (ଗଂ ମଜଲିସ), popular feature on contemporary social, political and economic situation in the country meant to be read and understood by the common men. Those writings were serialised in the daily Oriya newspaper, *Prajatantra* founded by him. He was the Chief Editor of the '*Jhankar*', a prominent monthly Oriya literary magazine till the end of his life.

Many other prominent poets and writers are in the district who have made valuable contributions to the glory of Oriya literature. Some of them, viz., Shri Upendra Prasad Mohanty, Baishnab Charan Das, Radhamadhab Giri and Sudhansu Sekhar Ray earned name and fame for their writings.

Shri Ananta Prasad Panda is a prominent writer of the district. Manoj Das is an outstanding writer of the modern Oriya literature who has won the Central Sahitya Akademi Award for his *Manoj Dasanka Katha O' Kahani* (ମନୋଜ ଦାସଙ୍କ କଥା ଓ କାହାଣୀ). Brajamohan Rath and Jadunath Das Mahapatra are reputed poets and writers of present age. Dr. Manmath Nath Das, Subhendhu Mohan Das, Late Nanda Kishore Das, Lakshminarayan Mahanty, Shri Bibhuti Bhusan Tripathy, Dr. Narendra Nath Mishra, Nilmani Mishra, Dr. Krushna Chandra Behera, Chandra Kumar Mahanty, Harish Chandra Baral, Satyanarayan Panda, Smt. Sānti Bal, Smt. Manorama Mohapatra, Smt. Giribala Mohanty and others are active in their literary field. Nrusingha Charan Nayak of village Solampur was a well-known poet and scholar and has many literary publications on Hindu Sastra and Puranas to his credit. Kartikeswar Patra, Purusottam Bhuyan are famous play-wrights. Late Nalini Devi Routroy and Kanhailal Das, a short fiction writer who died young earned fame for their works *Nazanul Kavita* (a translation) and *Kanheinama* (କନ୍ଦୁଲିନାମ), a collection of short stories, respectively. Dr. Gokulananda Mahapatra is an outstanding writer. His writings are mainly based on popular science. Praharaj Satyanarayan Nanda, Golak Chandra Mohapatra, Chaturbhuja Pattanaik, Bhagirathi Mohapatra Pandit Ramanath Mishra, Raghunath Panda, Krushna Prasad Behera, Kamalakanta Lenka, Bata Behari Das, Annada Prasad Rakshit, Bijaya Mishra, etc., are some other notable poets and writers of the district.