CHAPTER - VI
6.1 ADMINISTRATIVE STRUCTURE

Administration of education like any other field of administration, is oriented to human experiences and has concern about effective management, quality output and greater and speedier development in the area that is administered (Survey of Research in Education, 1972-78).

Educational administration encompasses a number of important functions like planning, organisation, control, co-ordination, direction and motivation, decision making, evaluation, recording and reporting with a view to make the educational efforts, process and procedures more disciplined, effective and successful. Basing on statutory principles, it manages educational institutions, co-ordinates human relationship and bears the responsibility of education of children and youth of the country.

The Administrative setup of higher education for women is also equal with the administrative setup of all general colleges under higher education as no special provision of separate sections for women or any special arrangement in any of the administrative structure of higher education has been made for them in the state.

6.1.1 Development of Educational Administration

Existing educational administration was not sudden in India. It had its origin from the earliest times.
But the existence of educational administration could be substantiated from the year 1813. The years from 1813 to 1854 were the formative period of modern Indian education. It was for the first time only after the renewal of the Company's Character Act of 1813, that the company statutorily accepted the responsibility of the education of Indian people.

In India there was no statutory national norm following which the educational administration had to be dealt with different educational matters. The authorities of different provinces were shaping educational administration according to their own way and the educational authorities of different provinces were named differently such as the authority dealing with matters pertaining to education in Bengal was named as "General Committee of Public Instruction;" the same type of authority of Madras was known as "Board of Public Instruction" and in Bombay as Bombay Native Education Society". They were managing the administration of the educational institutions with the help of the Government officials.

The system of inspection was introduced in 1844 and two inspectors for schools and colleges—one for Bengal and one for Assam were appointed in 1852. (Mukharjee, 1961).

Sir Charles Wood's epoch-making despatch of 1854 which was considered as to be the Magna Carta of Indian education, determined whole subsequent course of Indian educational development. It laid the foundation of the administrative structure of modern education. As per the recommendation of the despatch, former provincial boards and councils of education were
abolished and departments of Public Instructions were established in the five provinces, viz Bengal, Bombay, Madras, the North West provinces and Punjab. It suggested that an officer was to be appointed for each presidency and Lieutenant Governorship, specially charged with management of business, connected with education to be immediately responsible to Government for its conduct.

Thus, education department found a systematic footing.

6.1.2 Establishment of Public Instruction

The department of Public Instruction was set up in the year 1855 with a Director of Public Instruction as its head.

The Hunter Commission of 1882 also supported the suggestions and recommendations of the Despatch of 1854. It recommended;

The education Department on each province consists of a Director of Public Instruction (under that or some other title); a staff, varying in strength in different provinces of inspecting officers of various grades; and a teaching staff rising from assistant teachers of primary schools up to professors and principals of colleges (P-313).

It had categorically suggested to systematise the administration section. The staff of the education department were broadly divided into three cadres.

(i) Indian Education Service - Officers
   (Principals, Professors and Inspectors).
(ii) Provincial Service- Officers
   (Assistant Professors, Assistant Inspectors and selected Headmasters.)
(iii) Subordinate Service-
   (Officers of lower rank.)
This commission also suggested the appointment of Board of Education to assist and advise the Director of Public Instruction in each province.

The Education Department was divided into superior and subordinate services. The superior services consisted of two branches, namely the Indian and the Provincial Educational Services. (Indian Educational Policy, 1904). The provincial department of Public Instruction was consisted of a Director and Assistant Director with the provision of a central office in larger provinces.

The Director of Public Instruction was personally responsible for the inspection of public institutions of collegiate education though colleges were also inspected from time to time to by the university through the agency of the Inspectors appointed by the syndicate. He was entitled to inspect any other public educational institutions also in his jurisdiction (Samal, 1984). In addition to that he was entrusted with other responsibilities like the administration and control of Government colleges, the administration of grants to aided colleges, and generally for the efficient working of the department.

6.1.3 Administration in Orissa Before Partition

In 1912, when the province of Bihar and Orissa was separated from Bengal, no post of Assistant Director was sanctioned then for this province. But the works in the Director's office proved so heavy that it was found necessary to keep an officer on special duty till the post of Assistant Director was sanctioned in April, 1915. Even with this assistance, the works in the Director's office remained very heavy (Public Instruction in Bengal 1909-10) In April, 1912 a post
of Inspector in the Indian Educational Service was sanctioned for Orissa. (Samal '84)

In April 1912 there was only one Inspectress of girls' schools for the province of Bihar and Orissa with head-quarters at Bankipur. Her charge was so heavy that a second Inspectress was appointed in April 1915. The Inspectress of Bankipur was in the charge of Patna, Tirhut and Bhagalpur divisions and the others, whose head-quarters were at Ranchi of Chhotanagpur and Orissa.

The Inspectress exercised the same powers over girls' schools, as those exercised by Inspector in the case of boys' schools. The Revenshaw Girls' High School at Cuttack like the Ranchi Zilla School, was under the immediate control of the Director. In all matters relating to buildings and similar questions, the Inspectress was expected to obtain the advice and assistance of the Inspectors of Chhotanagpur and Orissa.

There was one assistant Inspectress attached to Orissa. She inspected all girls' schools except high schools (Samal, 1984).

A post of Director General of Education was created at the centre in 1901 by Lord Curzon. It was abolished in 1910. In 1915 it was revived under the changed designation of Educational Commissioner. (Mukharjee, 1969). That year a Bureau of Education was also set up with the function of publishing annual and quinquennial reviews as well as occasional reports on educational matters.

At the introduction of the Montford Reforms in 1919, all control and responsibilities of provincial education were transferred to the newly created provincial
Ministers of Education. (Mukharjee, 1969). In 1921, the Central Advisory Board of Education (C.A.B.E.) was established with a view to co-ordinate all the educational agencies and for the development of education. The Bureau of Education was also abolished. The Department of Education created in 1910 lost its entity and was amalgamated with that of Health, Lands and Agriculture. In 1929 Hartog Committee was set up. In 1935 on the suggestions and recommendations of Hartog Committee the C.A.B.E. existed and was attached to the Department of Education, Health and Lands.

The Government of India Act, 1935 was a reformation of the Act of 1919. The Government of India, 1935 divided all educational activities into two categories only. Federal (Central) and state (Provincial) (Aggarwal, 1984).

In 1936, Orissa became a separate province including Ganjam and Koraput which were the part of Madras presidency previously. In Orissa, for the first time the post of Director of Public Instruction (D.P.I) was created and Mr. H.Dippie became the first director of public instruction of the state(Third Educational Survey 1978). The Directorate began to function in 1936 with only four colleges. Subsequently all the schools and colleges came under the administrative control of the Directorate. According to letter from the secretary to Government of Home Department, the office of the Directorate of Public Instruction, Orissa began to function in old Kathjury Hostel building at cuttack. But in the office of the Directorate except D.P.I and his personal assistance (Class II officer of Orissa Education service) there were no other officers upto 1945. The D.P.I was in charge of inspection and
supervision of colleges and schools existed in Orissa.

In 1945, the Department of Education, Health and Lands was trifurcated and a separate Department of Education was set up. In 1947, it was raised to the status of a ministry (Mukherjee, 1969). This Department of Education was entrusted with Scientific Research which was bifurcated in 1958. In 1963 these were again amalgamated into one ministry and was known as 'Ministry of Education'.

The constitution of India did not envisage on overall change in the administrative policy of education in the country and education continued to be the prime responsibility of state government. Education was however, administered by three distinct bodies, viz, (i) Central Government, (2) State Government and (3) Local Bodies (Mukherjee, 1969).

6.1.4 Administrative Set-up After Independence

After independence the sphere of educational administration increased as the feudatory states were merged with Orissa during the year 1948 and 1949. India pledged to keep pace with the modern requirements of the age and to encounter the challenges of time by constituting various measures for planning, co-ordinating and guiding the development and improvements of educational system and administration.

As the first step of action, the Government of India appointed the University Education Commission in 1948 to consider all aspects in the field of education. It recommended for the improvement, extension, finance and all other important aspects of education which might be desirable to suit the present and future requirements of the country. On its recommendation
University Grants Commission (U.G.C) was formed for allocation and release of grants to colleges and universities for their maintainance. In addition to this five year plans were organised. The U.G.C. had been entrusted with two kinds of powers simultaneously such as (i) the power to provide funds to colleges and university and, (ii) The power to determine standards of education (Journal of higher education 1981). It considered the developmental activities of the universities and implementation of certain specific schemes. The U.G.C also sanctioned grants for the publication of research works, grants to teachers to undertake research works, and scholarships to research scholars etc. (Ramachandran 1987).

Indian Education Commission (1964-66) was set up to give advice to the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all respects. It laid stress on science education and also suggested to organise educational planning at every stage i.e. national, state and local level for proper administration of education. In order to achieve continuous improvement in standards, an adequate machinery was felt to be set up at the state and national levels. Hence it advised the creation of the Indian Education service and the State Education service at the higher level for progress of education. It further suggested for the creation of statutory Council of Education at the state level with the state Education Minister as its Chairman, the representatives of universities in the state, all Directors in charge of various stages of education and
suggested that the Ministry of Education should establish a national staff college for educational administrators to provide in-service education for all senior officers at the central and state level. The commission laying stress on women's education suggested that, "Research units should be set up in one or two universities to deal specifically with women's education" (P.313-314).

The education of Orissa was reconstructed and remodeled adopting the guidelines stated by the Commission 1964-66. More educational facilities were extended to the sector of higher education. As a result, Smt. I. L. Sinha was appointed as additional director of women's education in Orissa. The post was abolished after her and no such arrangement had ever been made in the administrative sections of higher education.

The Director of Public Instruction for the school wing was appointed for the first time in Orissa during the year 1968-69. Thus the Directorate of Higher Education was separated from the Directorate of School Education. The Government and private colleges of general education, teacher education and special education remained under the control of the Directorate of Public Institution (Higher Education).

A Minister of Education and an Education Secretary, as the head of the department, administered the education department of the state at the secretariat level. The directorate of public Instruction was the executive head of the state to implement the policies and programmes of the education department.

6.1.5 Present Administrative set-up of Higher Education

The administrative set-up of education at the secretariat level in Orissa on 26.3.90 was:
CHIEF MINISTER

Minister of Education (Cabinet)
Minister of Education (State)
Commissioner-Cum-Secretary, (I.A.S.)
Special Secretary (O.E.S-I) (School and N.S.S. etc.)
Additional Secretary (O.A.S-I) (Higher Education)

Joint Secretary (O.A.S.-I)
(Universities, NCC, & Text Book Press)

Joint Secretary (O.A.S-I)
(Government Colleges)

Deputy Secretary OAS-I (Office OES-I (Non- Establishment Government & Training Colleges)

Deputy Secretary OAS-I (N.S.S., OES-I)
Adult Education (Secondary Non-formal Education)
Youth Services

Deputy Secretary OAS-I (Universities, NCC, & Text Book Press)

Financial Advisor-Cum-
Joint Secretary (O.F.S-I)
(Secondary Schools & Elementary Schools)

Financial Advisor-Cum-
Joint Secretary (O.F.S-I)
(Non-formal Education and Miscellaneous)

Joint Secretary (O.A.S-I)

A.F.A-cum-
Under Secretary O.F.S
(Financial matters)

A.F.A-cum-
Under Secretary O.F.S
(Financial matters)

Source : Education & Youth Services Department. Estt. A-27/90-11064 dt. 26.3.90
This administrative set-up of Secretariat continued up to 6.12.92. On 6.12.92 the education department was bifurcated into two separate departments such as Higher Education and School & Mass Education. These separate departments came into existence on 1.4.93.

6.1.6 Administrative set-up of higher education at the secretariat level on 6.12.92 after bifurcation was as:

Chief Minister of Higher Education
Commissioner-cum-Principal Secretary, I.A.S
Additional Secretary

<table>
<thead>
<tr>
<th>Joint Secretary (University Section)</th>
<th>Financial Advisor-cum-Joint Secretary (All Financial matters of the Deptt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Secretary (+2 colleges)</td>
<td>Special Officer-cum-Deputy Secretary</td>
</tr>
<tr>
<td>Government and Non-Government</td>
<td>(Government Colleges &amp; Officer Establishment)</td>
</tr>
<tr>
<td></td>
<td>(Non-Government colleges and other youth activities (N.S.S., N.C.C.)</td>
</tr>
<tr>
<td>Under Secretary (Office Establishment)</td>
<td>Under Secretary (Loan and Stipend Fund)</td>
</tr>
<tr>
<td></td>
<td>Asst-Financial-Advisor-Cum-Under secretary (Finance; to assist F.A. - Cum-Joint Secretary)</td>
</tr>
</tbody>
</table>

On July, 1994 a post of special secretary was created and the post was subordinate to the post of Principal Secretary. The administrative set-up of 6.12.92 inserting the post of Special Secretary became the administrative position of higher education of the year 1995.
6.1.7. Directorate of Education

The single post of Director of Public Instruction (D.P.I) continued as such till 31.3.68. From 1.4.68 the post was bifurcated into D.P.I., Higher Education and D.P.I., School Education. These two posts continued to execute upto 31.3.83. From 1.4.83, D.P.I., (Higher Education) and D.P.I (School Education) were converted to Director of Higher Education (D.H.E) and Director of Secondary Education (D.S.E) respectively. The office of the D.P.I. for both colleges and schools was functioning in Gandhi Bhawan at Bhubaneswar. In may 1985 the heads of all departments including education were shifted to a nine-storied building behind the secretariat, Bhubaneswar. The administrative set-up of Higher Education at the Directorate level on 1.4.90 was as:


**Director of Higher Education**

**Additional Director of Higher Education**

<table>
<thead>
<tr>
<th>Position</th>
<th>Department/Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Director</td>
<td>Govt. Colleges Branch</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Non-Govt. College-I</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Non-Govt. Colleges-I)ship</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>+2 education (NSS)</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Vocational (NSS)</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Scholar-ship (Direct Payment)</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Scholarship (Scholarship)</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>O.E.S (Vocational Education)</td>
</tr>
<tr>
<td>Asst. Director (Planning)</td>
<td>Accounts (Higher Education)</td>
</tr>
<tr>
<td>Estt. Officer (OES)</td>
<td>Asst. Director (Drawing Officer)</td>
</tr>
<tr>
<td>Asst. Director (O.E.S)</td>
<td>Asst. Director (Scholarship)</td>
</tr>
</tbody>
</table>

: 144 :
6.1.7.1. Administrative and Inspecting Function of Director of Higher Education

So far as the administrative functions of the Director is concerned the director is competent to look in to all matters relating to administration of a college. He is immediately responsible to Government regarding all the administrative matters and grants given to Government and to aided colleges, subject to the approval of the Government.

As per the provision in Orissa Educational Manual 1985 at page No. 5(1) the Director is entitled to inspect recognised public institutions for college education. He is expected to perform systematic tour minimum for a period of ninety days a year. There is no specific provision for inspection of Women's college.

6.1.8. The Administrative set-up of general colleges of Orissa is as :

<table>
<thead>
<tr>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-Principal</td>
</tr>
<tr>
<td>Accounts Administrative Bursar Bursar</td>
</tr>
<tr>
<td>Hostel Superintendant</td>
</tr>
<tr>
<td>Head of Departemnts</td>
</tr>
<tr>
<td>Vice-President of different co-curricular Activities</td>
</tr>
<tr>
<td>Office Superintendent/Head Clerk</td>
</tr>
<tr>
<td>Assistant Superintendant Matron</td>
</tr>
<tr>
<td>Teaching Staff</td>
</tr>
<tr>
<td>Laboratory Asst., Librarian and Laboratory Attendant.</td>
</tr>
<tr>
<td>Accountant/U.D.Clerk/Sr. Asst. L.D.Clerk/Junior Assistant</td>
</tr>
<tr>
<td>Class IV employees</td>
</tr>
</tbody>
</table>

6.1.9. Governing Body

Any college, admitted to university whether managed by government or be private sectors should have a Governing Body. The Government Colleges should have a
The governing body consisting ordinarily of seven members. The principal of the colleges is the Ex-Officio Vice-President and Secretary. The President and remaining five members, two of whom will be from the staff of the college are nominated by the Government. To keep report with the locality, and to face the local conditions, two members may be nominated by the Government. The maximum of the total members of Governing Body will be nine. The term of this Governing Body shall be of their years (Orissa Education Code, 1985).

This Body advises on important matters relating to the management of the colleges.

The Orissa Education Act 1969 which came into force with effect from 15.10.1969 (Das, 1984) was amended in October 1978 in order to control and manage the Non-Government colleges with the administrative changes like reorganisation of public instruction with two Directors such as D.P.I., Higher Education and D.P.I., School Education. It was considered to amend certain other provisions of the Act to make it more need-based, purposeful and effective. The state Government had power to control such educational institutions in order to ensure educational standard and service conditions of the employees in those institutions. With conformity with the reorganisational and administrative changes in the education department, the Orissa Education Act 1969 was to be amended from time to time. As per the Orissa Education Manual this Act had been amended in 1983, 1988 and 1991, following which the formation of Governing Body had been modified.

In 1983, it was amended as an aided private college (which gets aid from the State Government)
should have a Governing Body consisting not less than thirteen and not more than fifteen members. The Collector, or the Additional District Magistrate or the Sub-divisional officer nominated by the Collector was to be the President of the Governing Body. If the college was established and managed by charitable trust, then members nominated by the trust was to be the President. Besides this, the State Government had also power to nominate a non-official to be the President of Governing Body. The Principal of the college in the ex-officio capacity was to be the Secretary of Governing Body. The Chairman of the concerned Municipality or N.A.C. or Panchayat Samiti was to be a member. Two teachers of the concerned colleges being elected by the staff council were the members. A nominee of Vice-Chancellor, administrator of the concerned university was to be a member. Seven to nine members were to be taken as members which included M.L.A., M.P, and donors irrespective of their educational qualification. In this case four to six members were to be nominated by the President from among whom two must be matriculates. (Orissa Gazettee, 1983). The term of the Governing Body was three years.

In 1988 certain rules were amended. In these amendment rules, out of the nominated members, except M.P., M.L.A. and donor all were to be matriculates. The term of office of Governing Body was taken as five years. Four to six nominated members of Governing Body were not permitted to continue more than two consequetive terms (Orissa Gazettee, 1989).

In 1991 also some amendments were made. In these amendments the Governing Body was scheduled to be
constituted of nine to thirteen members. Two senior most teachers of the colleges were to be taken as members. M.L.A. was to be a member. The nominee of Vice-Chancellor, Member of Parliament and Director of Higher Education were to be members of Governing Body and hold office at the pleasure of Vice-Chancellor, M.P. and Director of Higher Education respectively. Four persons interested in the field of education including one donor, one S.C. or S.T representative, one women nominated by the President were to be members of Governing Body. The term of office of Governing Body was there years. (Orissa Gazettee, 1991). It was for the first time one woman was recommended to be included as a member in the Governing Body of a college.

6.1.9.1. Governing Body of Unaided Colleges

The college which does not get any aid from the State Government is called unaided college. Soon after a college is established as per rules, the education agency of the college constitute a Governing Body for managing the affairs of the college.

The Governing Body of unaided colleges differes from that of aided colleges. According to 1991 management principles, the Governing Body of unaided colleges consisted of minimum of nine and a maximum of thirteen members.

The principal of the college or the teacher in-charge of principals was to be of Ex-officio capacity. Two representatives of the teachers should be elected by the teachers of the college. The Educational Agency was to nominate not less than five and not more than seven members from among its members or from among the
persons in locality who had interest in education. One person from the locality interested for education was to be nominated by the Vice-Chancellor of concerned university. Two persons were to be included being nominated by the Director. The Governing Body so constituted was to elect a president and a secretary from among themselves except the Principal and those two teachers.

6.1.9.2. Role of Governing Body

The Governing Body plays the most essential role in the management of private colleges. Important powers have been delighted to the Governing Body. The Governing Body has to appoint teaching and non-teaching staff as per rules and instructions of the department. It has to implement the provisions of different rules and instructions made by the department and Director relating to different conditions of service of staff. It has to take care for proper management of the institutions relating to land, building, equipments, funds of the institutions including loans and grants sanctioned by the Government.

In addition to this the Governing Body has to maintain discipline in the institutions and has to make proper sanitary arrangements there for students and teachers. The returns and reports required by the department, Director and Universities should be submitted by the Governing Body from time to time. It should ensure that the instructions are imparted according to the prescribed standard of university. It has to help in observing holidays and vacation as per the directions of the department. The Governing Body considers awarding free studentship as well as punishment to the
indisciplined students and staff as per the rules and instructions prescribed by the department. It would not allow to misuse the buildings, furniture and equipments of the institution for non-educational purposes. It has to observe strictly the instructions given by the Government and university for smooth management of the institutions. Further more, it should be in confirmity with the instructions issued by the Government and university from time to time.

6.2. MANAGEMENT OF WOMEN'S COLLEGES

The number of women's Colleges taken into the purview of the study were thirtyfive degree colleges, out of which fifteen were managed by the Government and twenty were managed by the Non-Government agencies.

6.2.1 Governing Body of Women's Colleges

As per the data collected al the Government and Non-Government Women's Colleges have Governing Bodies and all the Governing Bodies always abide by the rules and regulations prescribed in the education Code and Act.

Answering to a question as regards the sitting of Governing Bodies for discussion on different matters, all the Government Women's Colleges reported that the Governing Body meeting is held frequently where as all the Non-Government Women's Colleges reported that such meeting is held regularly.

In connection with the decision-making matters 85.7%(each) of the Principals of Government and Non-Government Women's College responded that most of the times the presidents of Governing Bodies make decisions on any matter taking into consideration the decision of members.
A question was asked to the Principal regarding the visit of the presidents to the colleges to which all the principals of women's colleges reported that the president visit the colleges on both academic and administrative matters.

6.2.2 Principal

The Principal is executive head of a college. He looks into all matters relating to the smooth management of the institution. He controls all the administrative, academic and financial matters of the college. Usually, a professor or a senior reader is appointed as the principal of a Government college. But in case of the Non-Government colleges three categories of principals are appointed. A senior reader from Government education service, may be deputed as principal of Non-Government colleges. Sometimes senior readers of Non-Government colleges are also appointed as principals of Non-Government colleges. In unaided Non-Government Colleges some times a senior most lecturer is also appointed as principal-in-charge to manage the college as the administrative head.

TABLE 11

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Cadre</th>
<th>No of Govt. %</th>
<th>No of Non-Govt. %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecturer</td>
<td>-</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Reader</td>
<td>93.3</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Professor</td>
<td>6.6</td>
<td>-</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Analysis of Table 11 reveals that 88.5% (i.e. 93.3% in Government and 85% in Non Government colleges) of colleges have readers as their principals. Only 6.6% of Government colleges have professors as their
principals whereas 15% of Non-Government colleges have lecturers as principals.

However, it is distinct from Table-11 that majority of women's colleges were managed by principals of reader cadre and very few colleges were managed by professors and lecturers.

6.2.3 Teaching staff of Colleges

The teaching staff of Government colleges of Orissa are selected by the Orissa Public Service Commission and appointed by the Government from time to time. Similarly a Selection Board has been established in 1975 by the Government in order to maintain uniformity in recruitment of the staff of Non-Government colleges according to the provision made under Orissa education (Recruitment and conditions of service of teachers and members of the staff Aided Educational Institutions) Rules 1974. The list of selected candidates by the Selection Board is finalised after approval of the Director of Higher education, Orissa. As per the selection list, appointments is made against the vacancies of direct payment post with effect from 1977-78.

Moreover, with a view to raise the status of the teachers of the Government and Non-Government aided colleges, their pay scales had been revised and the fifth plan U.G.C Scales of pay had been allocated to them with effect from the 1st January, 1974 (Education in Orissa, 1978). A common cadre gradation list of the principals, readers and lecturers of aided colleges was prepared who received salary under the direct payment system. The teachers under the direct payment system receive the U.G.C. and State Government scale of pay according to their service condition.
In addition to the Selection Board candidates enjoying direct payment, there are other management posts also.

In order to balance the workload of a Non-Government colleges these teachers are appointed by the decision of the Governing Body with a consolidated scale of pay. In all the Non-Government women's colleges teachers of such categories are available where as in Government Women's Colleges teachers availing of U.G.C scale of pay and junior lectures enjoying state Government scale pay are available.

The UGC Scales of pay:

Lecturer: Rs.2200-75-2800-100-4000
Senior Grade Lecturer: Rs.3000-100-3500-125-5000
Reader: Rs.3700-125-4950-150-5700
Professor: Rs.4500-150-5700-200-6300

State Government scale of pay:

Lecturer: Rs.2000-60-2300 E.B-75-3200-100-3500

| TABLE 12 |
| Categories of Teachers of Women's Colleges |

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Categories</th>
<th>No of Government</th>
<th>%</th>
<th>No of Non-Government</th>
<th>%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Senior teachers with U.G.C scale of pay</td>
<td>12</td>
<td>80</td>
<td>11</td>
<td>55</td>
<td>65.7</td>
</tr>
<tr>
<td>2.</td>
<td>Junior lecturers with State Government scale of pay</td>
<td>15</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>42.8</td>
</tr>
<tr>
<td>3.</td>
<td>Selection Board Teachers with State Government scale of pay</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>55</td>
<td>31.4</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers with management scale of pay</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>100</td>
<td>57.1</td>
</tr>
</tbody>
</table>
From Table 12 of is revealed that 80% of Government women's colleges had teachers with U.G.C. scale of pay whereas teachers with state Government scale of pay were found in all of them. In all the Non-Government women's colleges there were teachers with management scale of pay whereas 55% (each) of them had teachers with U.G.C. and State Government scale of pay.

However, it is distinct from, Table-12 that all the Government women's colleges were managing with the teachers enjoying U.G.C and State Government scale of pay whereas the Non-Government women's colleges had three categories of teachers and majority of them were managing with teachers appointed by the management of the colleges.

The Director of Higher Education is empowered to transfer employees of the Government Colleges and employees of the common cadre incase of Non-Government college as well (Orissa Education Manual 1988).

6.2.3.1 Leave

The employees of the colleges are provided with leaves by virtue of the Orissa Education Leave Rules. As such leave can not be claimed as matter of right. When the exigencies of work so require, consideration to refuse or revoke or curtail leave is reserved to the authority competent to grant it.

Various kinds of leave admissible to the employees under this rule are earned leave, half-pay leave, commuted leave, extra ordinary leave, study leave, quarantine leave, casual leave as well as special casual leave which will be judged proper by the authority. There is a special provision of maternity
leave for the women employees with some statutory rules and regulations. The above principles are also applicable to the staff of Government and Non-Government colleges.

Answering to a question as regards the type of leave enjoyed by the teachers of women's colleges, it was reported by all the principals that the teachers were enjoying all types of leave admissible to them.

6.2.3.2 Lesson Notes

All the teachers of a college are expected to maintain lesson notes for inspection of the higher authorities and for their own guidance for better and successful teaching. It makes the teachers well prepared for a particular class as they note the points of discussion to be made, to the extent of the lesson to be covered in that class.

A question was asked to the principals regarding the teachers' preparation of the lesson notes to which 68.5% of respondents (i.e. 73.3% in Government and 65% in Non-Government colleges) reported that their teachers prepare the lesson notes regularly. Also they reported that they verify the lesson notes of the teachers regularly whereas 31.4% of them (i.e. 26.6% in Government and 20% in Non-Government) verify that lesson notes frequently.

6.2.4 Staff Council

There is provision for a staff council of teachers in each college in order to assist the principal regarding management of the college. A senior staff member is selected as the secretary of the staff council having the principal as its permanent chairman.
The staff council is expected to sit once in a month regularly to discuss various problems of the college in general and academic problems in particular. The council assists the principal in the matters like admission, examination, announcement of results, in any disturbing situation of the college, in matters relating to the professional growth of the teachers and above all in discussion for improvement of teaching Learning activities etc.

As per the data collected from principals of women's colleges in this connection, they usually follow the above mentioned procedure. But it is observed that in 91.4% of the women's colleges (i.e. 86.6% in Government and 95% in Non-Government) the staff council meeting is not arranged regularly in each month. But whenever the necessity of staff council meeting for discussion on a particular issue arrises, they call for it instead of arranging it in every month.

Even though the principal is not bound to accept the suggestions of the staff council, 85.7% of the principals (i.e. 86.8% in Government and 85% in Non-Government) stated that in most of the times they accept the suggestions as it is the decision of the mass, chalked out democratically.

6.2.5 Admission

Admission to different classes of a college both Government and Non-Government is done as per the admission rules prescribed by the Government from time to time. It is done after the summer vacation.

At the time of admission into degree classes, special consideration is to be taken into account for
women students that a woman candidate desirous of taking a subject or subjects in which teaching facility is not available in local women's colleges (if any) or if there is no women's college in the locality, will be given weight of an additional five per cent over and above her percentages of aggregate marks obtained in the qualifying examination.

Answering to a question relating to the admission of the students, all the principals of women's colleges replied that selection is made purely on merit basis taking into consideration the sanctioned strength of the different classes and reservation seats and special consideration for women. It is revealed that all women's colleges abided by the rules and instructions frame by the Government.

6.2.6 Tutorial System

This system has been introduced and prevailed in the colleges in order to give guidance and advice in academic matters to the students. Under this system a batch of sixteen students (for degree classes) are entrusted to the charge of a teacher. A regular period in each subject is provided once in a week in general time table of the college in which the students meet the teacher and clarify their doubts in academic matters, which they might would have found difficult in a general class by teachers.

With regards to this 85.7% of colleges (86.6% in Government and 85% in Non-Government) hold tutorial classes regularly whereas 14.2% of colleges (13.3% in Government and 15% in Non-Government) could not take regularly these classes due to shortage of teachers and class-rooms.
6.2.7 Examinations

Two types of examinations are held in the colleges such as college examination and university examination.

The college examinations are of three categories:

i) Terminal or Periodical examination
ii) Text examinations.
iii) Annual examination.

The terminal or periodical examinations are held for all students of the colleges as per the notice of the principal.

The test examinations are held for students of the second year and third year of +3 classes normally just before Christmas holidays. This is for preparation of students to appear at the university examination. The students are sent up to appear at the university examinations on the basis of their performance in the test examinations.

The annual examinations are held for first year of +3 classes towards the end of the years. The cases of all such students are considered for promotion to the next higher class basing on the result of the terminal and annual examinations.

University examinations are held for students of the second year and the third year (final year) of +3 classes which are called pre-degree and degree examinations respectively.

As per report of the principals, all the women's colleges of Orissa conduct such examinations accordingly.

6.2.8 Election

Every college has a college union. It has an executive body consisting of:
i) The President
ii) The Vice-President
iii) The Secretary
iv) The Assistant Secretary
v) A class representative to be elected from each class.

Election is held for all the offices of the college union once at the beginning of the academic year at such time and in such manner as the principal decides.

The college union acts as the sole tribune of the opinion of the students inside the college. Its functions are:

i) To develop a spirit of team work and co-operation among students.
ii) To organise debates.
iii) To organise discussion on general, cultural, academic national and international problems.
iv) To invite persons to address the union.
v) To take up such activities as are proposed by the union and approved by the principals.
vi) To represent to the authorities the views of the members in all matters of interest to them.

Answering to a question regarding the election of the colleges, all the principals stated that they hold the elections in a time suitable to them after admission of the students.

6.2.9 Supervisory Functions of Principals

The principal is also entitled to supervise all the Administrative and academic work of the college. The reports of principals in connection with their supervision work are stated in Table 13.
From the analysis of Table 13 it is revealed that principals of all the colleges had supervised the election, examination and functions of the colleges. Admission work was supervised by 91.4% of principals (i.e 93.3% of Government and 90% of Non-Government) whereas 71.4% of principals in total has supervised the regular classes of the colleges.

But tutorial classes were supervised only by principals of 46.6% of Government and 25% of Non-Government women's colleges, and the co-curricular activities were supervised by 54.2% of principals in total.

However, it is clear from Table-13 supervision work on tutorial classes and co-curricular activities could not be done satisfactorily by the women's colleges.

Usually as the principals are masters of single subjects it is obvious that they might be facing difficulty to supervise the academic work of different departments. Therefore responding to an enquiry made
in this regard 91.4% of the principals in total (93.3% of Government and 90% of Non-Government) reported that they manage the academic supervision work with the help of the head of the concerned departments.

Showing the reasons why the supervision work could not be done regularly all the principals stated that due to heavy office work and shortage of time they could not be able to supervise some of the works regularly.

6.2.10 Inspection of the Director of Higher Education

As mentioned earlier the Director of Higher Education is empowered to inspect all the recognised colleges of both Government and Non-Government, under his jurisdiction.

In responding to question asked to the principals of women's colleges pertaining to the occasion of the visit of the Director to colleges, all the principals reported that the Director may pay visit to a college in connection with all cases such as on administrative and academic matters; on request of the principal; in occurrence of every disturbing situation in a college which requires an enquiry; or as a part of his duty.

As the Director is a master in a single subject it is obvious that he may find himself not to be competent enough to supervise academic work of individual college teachers of other subjects alone. The education manual is silent about the mode of academic supervision of a college by the Director. But as it is reported by 85.7% of principals that the Director usually conducts academic supervision with the assistance of the principals and heads of different departments.
TABLE 14
Women's College Inspected Within Five Years (1985-90)

<table>
<thead>
<tr>
<th>No. of times inspected</th>
<th>No. of Government Women's Colleges</th>
<th>%</th>
<th>No. of Non-Government Women's Colleges</th>
<th>%</th>
<th>Total Women's Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>7</td>
<td>46.6</td>
<td>6</td>
<td>30</td>
<td>37.1</td>
</tr>
<tr>
<td>Twice</td>
<td>4</td>
<td>26.6</td>
<td>1</td>
<td>5</td>
<td>14.2</td>
</tr>
<tr>
<td>Thrice</td>
<td>Nil</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>Four times</td>
<td>1</td>
<td>6.6</td>
<td>Nil</td>
<td>Nil</td>
<td>2.8</td>
</tr>
<tr>
<td>Five times</td>
<td>Nil</td>
<td>-</td>
<td>Nil</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>More than five times</td>
<td>Nil</td>
<td>-</td>
<td>Nil</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Every year</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Net at all</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>42.8</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was highlighted from the Table 14 that 46.6% of Government and 30% of Non-Government Women's Colleges which combinedly constitute 37.1% had been inspected once only by the Director of Higher Education within consecutive five years. Within this period, 26.6% of Government and only 5% of Non-Government Women's Colleges had been inspected twice by him. Only 5% of Non-Government Women's Colleges were inspected thrice during five years of time where as only 6.6% of Government colleges had received the advantage of being inspected four times during that period.

However, it is distinct from the Table 14 that majority of Non-Government Women's Colleges (i.e. 60%) and 20% of Government Women's did not get a single chance to be inspected atleast once within five years of time.

6.2.11 Students' Indiscipline

Now-a-days, it is usually seen that students of all most all colleges create chaotic situations on various issues of colleges. Specially, they agitate to fulfil their demands pertaining to acute defeciency
found in different aspects of colleges and create disturbances in the administration of colleges.

The information collected from the women's colleges in this regard is stated in the Table 15.

**TABLE 15**

<table>
<thead>
<tr>
<th>Reasons of Agitation</th>
<th>No. of Government</th>
<th>%</th>
<th>No. of Non-Government</th>
<th>%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Election</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Examination</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Accommodation</td>
<td>2</td>
<td>13.3</td>
<td>Nil</td>
<td>Nil</td>
<td>5.7</td>
</tr>
<tr>
<td>Functions</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Any others</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

From Table 15 it is evident that almost all colleges had not experienced the problem of students' agitation. Only two Government women's colleges (i.e. 13.3%) which was 5.7% in total faced students' agitation on the issue of accommodation facility.

It is to be noted that most of the Women's Colleges did not cause agitation in any of the administrative matters except a few of Government Women's Colleges on accommodation matter.