CHAPTER - IX
CHAPTER IX
SUMMARY AND RECOMMANDATION

Women constituting about half of the total population of India, continued to remain insignificant for ages together. Inspite of their importance in the society, they are considered as the second class citizens, inferior to men and vulnerable sections. Women's education receive the least attention due to lack of clear concepts about aims and ideals of education. But education as the chief determinant of individual and social development through knowledge, skill, attitudes, values, and capabilities should be acquired by all.

But education of women suffered from numerous setbacks, such as early marriage, poverty, gender discrimination, household chores etc. Inspite of all the reports and recommendations of various commission and committees women's education could not be developed upto satisfaction and lagging behind the education of men. Therefore, education is very much needed for improvement of women.

9.1 RESTATEMENT OF PROBLEM AND PROCEDURES

Educational system is influenced by social change. Women education cannot be deemed as an isolated and independent activity but a phenomenon influenced by social forces.

In the context of the changing scenario, not the primary education but the higher education can only suffice to subserve the goals of women development and as such it has become the sine-qua-non for women's enlightenment, empowerment and status.
Higher education is needed for allround development of the individual and the society. The women can only play the role of the torch-bearer in the society because of their usual disposition for ethical living. Statistical figures show the rate of fertility and infant mortality decline with successive higher level of education of women. They can evolve appropriate human values that will give them distinct places in the global community. Women have also to achieve the economic goals of education. Several studies have been conducted on the impact and need of higher education for women and proved that it enables women to accept new values, develops positive attitude towards improvement of society, helps them to participate in the decision-making process.

But, statistical figures state that due to lack of higher education women lag behind men in all spheres of life such as professional courses, Government services, administrative services, judicial services, political field etc. The qualitative and quantitative growth of women's higher education essentially needed to be improved. To achieve this, Kothari Commission (1964-66) has suggested the establishment of women's colleges. Besides that, higher education is needed for an individual as the minimum educational requirements for any kind of employment has been increasingly higher.

As most of the women of Orissa prefer to be educated in women's colleges, therefore, these colleges play important roles in the process of institutionalization and internalisation of social values. Therefore colleges are the crucial fields of education inculcating all such important values of life. Hence, the
degree colleges at their grass-root level, through their various curricular and co-curricular programmes provide and enrich experiences of the students.

9.1.1 Statement of Aim

The women's colleges should maintain good and comparable standard so as to enable women to compete efficiently with others in every sector of life. There might be some problems in administrative, academic and many other factors pertaining to women's higher education. Therefore the investigator felt the need to undertake a study inorder to investigate various activities and to find out possible solutions to root out those distortions. Therefore, the title of the problem undertaken by the investigator is;

"General Degree Education for women : An analysis of the situation prevalent in Degree Women's Colleges of Orissa."

9.1.2 Objectives of the Study

i. To trace the growth and development of general degree colleges for women in Orissa from 1947 to 1990.

ii. To study the administrative set-up of higher education for women with reference to the management of women's degree colleges.

iii. To find out the financial position of women's degree colleges under study.

iv. To examine the curricular activities to facilitate curricular programme of the colleges.

v. To study the co-curricular programmes organised in those institutions.
9.1.3 Scope and Limitation of the Study

9.1.3.1 Scope

The present study is restricted only to two women's degree colleges of three classes (from first year to third year) under Government and Private management. This covers thirteen districts (undivided Orissa) i.e. Balasore, Bolangir, Cuttack, Dhenkanal, Ganjam, Kalahandi, Keonjhar, Koraput, Mayurbhanj, Phulbani, Puri, Sambalpur and Sundargarh.

9.1.3.2 Delimitation

9.1.3.2.1 Development of women's colleges includes all women's colleges but only women's degree colleges will be considered for other purposes of the study.

9.1.3.2.2 Women's degree colleges selected for this study are also offering +2 courses along with degree courses but this study is only confined to degree courses.

9.1.3.2.3 This will restrict to 1990 for all purposes except financial position.

9.1.4 design of the Study

9.1.4.1 Methodology

The study undertaken being of survey type, is categorised as 'Descriptive Research'.

9.1.4.2 Sample of the study

In Orissa there were fifty four women's colleges (fifteen Government and thirty nine Non-Government) by 1990. Degree course had been introduced, in fifteen Government and twenty non-Government women's colleges. As this study was concerned with only degree colleges, these thirtyfive women's colleges had been included in
the study as sample. The women's colleges had coverage of rural areas of thirteen districts of Orissa.

9.1.4.3 Tools used

Three questionnaires were developed, such as

i) A questionnaire for the principals of women's colleges

This questionnaire was divided into four parts. The first part contained questions relating to the administrative matters, the second part enquired into the financial position, the third part contained questions pertaining to the curricular activities and the fourth part aimed to study the co-curricular activities of the women's colleges.

ii) An interview schedule for the educationists-cum-administrators inorder to collect their views regarding various aspects of women's colleges.

iii) A questionnaire for the office bearers (Students' Leaders) of students' unions in order to collect their opinion regarding women's colleges.

9.1.4.4 Procedure of Data Collection

In order to collect some important data the researcher made library and documents studies. The questionnaire prepared for the principals of the women's colleges were mailed to them. Some of the questionnaires which did not turn up were to be furnished by personal contact. The educationist-cum-administrators were interviewed for collection of their views. The questionnaires meant for the officer bearers were sent to them inorder to collect their opinions. The reseacher had also to contact some of them for this
purpose. She had to establish rapport with the principals, educationists and the students for this purpose.

Thus, the researcher tapped all possible sources to collect a fair amount of responses from different educational authorities, educationist-cum-administrators and students concerned with the women's colleges.

The questionnaires were printed in English. These were not translated into Oriya (Regional Language) as they were meant for principals of colleges, eminent educationist-cum-administrators and also for students of colleges.

9.1.4.5 Analysis and Interpretation of Data

The data collected through questionnaires have been treated in appropriate ways. The entire data have been compiled and analysed in tabular and graphical forms as were required for finding out important facts, trends and drawing conclusions.

9.2 MAJOR FINDINGS

The major findings of the study are;

9.2.1 Development of Women's Degree Colleges

In the year 1947 the only women's college of the state of Orissa was raised to the status of a degree college. The progress of higher education for women was very slow till 1960. A number of commissions and committees were set up from time to time to consider the case of women's education which recommended for their development. Various effort were made by the Government and private agencies for the growth of women's education accordingly. As a result remarkable development was noticed in women's higher education during the sixth
plan period i.e. from 1980-85. The total number of women's colleges in 1990 was fifty four including thirty five (fifteen Government and twenty Non-Government) degree colleges. Majority of the women's students' read in women's colleges than in the co-educational college at degree stage. Only 2.8% of women's colleges were located in the rural areas of the state by 1990.

The enrolment of women's students' in the general colleges of Orissa was 23.2% only in the year 1989-90. The educationists (i.e. 63.6%) and students (i.e. 96.1%) expressed their views that women's colleges should be establishment where there is necessity and majority the educations (i.e. 72.7%) agreed that higher education must be provided to women.

9.2.2 Administration

In administrative set-up of higher education no separate sections for women are found. Most of the educationists (66.6%) opined to create a cell for women in the Directorate to deal with the problems of women and monitor their advancement. No woman administrator is appointed in any of the administrative sections of higher education specially for women.

Most of the women's colleges are managed by Principals of Reader cadre (i.e. 88.5%). Lesson Notes of the staff were not verified regularly. Supervision of tutorial classes was not duly emphasized by the Principals. The women's colleges (Government and Non-Government) not inspected even once within five years of time (from 1985-90) were 20% and 60% respectively. Students of very few women's colleges (i.e. 5.7%) launched agitation for removal of accommodation problems in their colleges.
9.2.3 Financial position

Women's colleges did not receive any grant from the Government of India directly. Majority of Non-Government women's colleges (85%) received grant-in-aids from state Government. U.G.C grants were received by 55% of Non-Government women's colleges. Other colleges were not declared eligible for receiving such assistance. Women's colleges do not get any financial assistance from any of the local bodies. Women's colleges collect fees on various heads from the students except tuition fees. The Non-Government women's colleges only collect donations from students. Which are not sufficient for their management. Special grants were received by most of the women's colleges but not regularly. The women's colleges did not have any endowments as their source of income. All the women's colleges did not have any other sources of income. The Non-Government women's colleges meet the deficit budgets from the donations with difficulty. The per capita expenditure of Government women's colleges was more than that of Non-Government women's colleges.

9.2.4 Curricular Activities

9.2.4.1 Year of affiliation

In total 71.4% of women's colleges were affiliated to degree course during the period from 1981-90. But all the Non-Government women's colleges were affiliated to degree course during this period.

9.2.4.2 Teaching faculties

9.2.4.2.1 Science teaching was available at degree stage
in five (i.e. 33.3%) of Government women's colleges by 1990, whereas the Non-Government women's colleges could not introduce science at the degree level by that period.

9.2.4.2.2 Majority of Government women's colleges (i.e. 66.6%) along with all the Non-Government women's colleges were providing teaching facility only, in Arts at degree stage. Commerce was not available in any of the women's colleges.

9.2.4.3 Sanctioned Seats

9.2.4.3.1 Majority of women's colleges (i.e. 65.7%) including 40% of Government women's and 85% of Non-Government women's colleges had 128 sanctioned seats in +3 Arts classes.

9.2.4.3.2 In majority of 40% of Government women's colleges the maximum number of sanctioned seats was eighty in +3 Science.

9.2.4.4 Availability of subjects

9.2.4.4.1 In +3 Arts Economics, History, Oriya (91.4% of each), Political Science (85.7%), Home Science (68.5%), Psychology (65.7%), Sanskrit (57.1%) were mainly available subjects in women's colleges. Education (20%) Anthropology (5.7%), Geography, Library Science, Statistics (2.8% each) were rarely available subjects in women's colleges.

9.2.4.4.2 In +3 Science Botany, Chemistry, Mathematics, Physics and zoology as pass and optional subjects were available in all the women's colleges.
9.2.4.5 Honours teaching facility

9.2.4.5.1 On the whole, honours teaching facility in +3 Arts was not satisfactory. But in Government women's colleges honours in Economics and Home Science were provided in 73.3% and 53.3% respectively. Similarly honours in Oriya and Political Science were provided in 66.6% (each) of these colleges. As regards the Non-Government women's colleges, maximum 10% (each) of them had provided honours in Economics, Home Science and Sociology.

But honours in many subjects like Anthropology, Geography, Persian, Sociology, Statistics, Urdu were not available in any of the Government women's colleges whereas honours in Anthropology, English, Geography, History, Hindi, Mathematics, Persian, Psychology, Statistics and Urdu were not available in any of the Non-Government women's colleges.

9.2.4.5.2 In +3 Science, zoology honours was provided in 80% of Government women's colleges. Similarly honours in Botany, Chemistry and Physics were provided in 60% each of those colleges.

9.2.4.5.3 Most of the students opined to have more subjects in pass and honours of Arts and Science.

9.2.4.5.4 All the students (office bearers) agreed to introduce honours subjects in their colleges.

9.2.4.5.5 Students opined to introduce science in their colleges.
9.2.4.6 Physical Facilities

9.2.4.6.1 Adequately equipped laboratories were available in 60% of Government women's colleges.

9.2.4.6.2 Facilities of college buildings, hostels, proper sanitary arrangements, drinking water were not adequately available in most of the women's colleges, whereas playgrounds, lending library, book bank and specially the staff quarters were available in very few of them.

9.2.4.7 Library

9.2.4.7.1 Books: In the libraries of Government women's colleges the average number of books available per one hundred students was 1734 approximately whereas in the Non-Government women's colleges the corresponding number of books available per one hundred students was 717 approximately.

9.2.4.7.2 Magazines, Journals, Daily news papers and Employment Bulletins: Journals and periodicals were supplied to students in 80% Government women's colleges whereas employment bulletins were supplied by 33.3% of them.

But though daily news papers, magazines and journals were provided by 60%, 45% and 25% of Non-Government women's colleges respectively, the employment bulletins were not at all provided to the students by any of them.

9.2.4.8 Teaching staff of women's colleges

9.2.4.8.1 Sex: Both male and female staff were working in all the Government women's colleges. In 60% of Non-Government colleges mixed staff were
available. But only female staff were available in 40% of Non-Government women's colleges.

9.2.4.8.2 Almost all the educationists (i.e. 99.9%) and 95.4% of students, opined that there should be a lady principal in the women's colleges. Moreover most of the educationists and students preferred to have female teaching staff in the women's colleges.

9.2.4.8.3 Qualification: In women's colleges of the state, 79.1% of teachers in total had master degree qualification. But the number of teachers with Ph.D qualification were very few i.e. only 9.8% in total and teachers with D.Sc and D.litt qualification were not at all available in those colleges.

9.2.4.8.4 Experience: Teachers with experience for a period from six to twenty years were more in Government women's colleges than that of the Non-Government women's colleges. Majority of teachers (i.e. 84%) of Non-Government colleges had one to ten years of teaching experience.

9.2.4.9 Utilisation of seats
In Government women's colleges 86.7% and 73.2% of seats in Arts and Science respectively were utilized by the general students whereas in Non-Government women's colleges 96.9% of seats in Arts were utilized by the same category of students. Similarly, out of the total sanctioned seats, for SC and ST students in Government women's college 42.5% and 18.7% in Arts and Science respectively were utilized by those students whereas in Non-Government
women's colleges only 9.5% out of the reserved seats were utilized by SC and ST students.

9.2.4.10 Special hostel facilities

Special hostels for SC and ST women students were provided to 53.3% and 20% of Government and Non-Government women's colleges respectively by Harijan and Tribal department (HTWD) of Orissa Government.

9.2.4.11 Ministerial staff

The Government women's colleges manage with 4.8% of ministerial staff whereas Non-Government women's colleges manage with 2.3% of such staff.

9.2.4.12 Accommodation Problems

Accommodation problems in college buildings, hostels, classrooms furniture in most of the women's colleges (i.e. from 62.8% to 80%) were faced by students.

9.2.4.13 Scholarship

In Government women's colleges 0.5% and 0.2% of students were receiving National Scholarships and National Prizes respectively. Similarly in those colleges 0.4% and 0.1% of students were receiving senior college merit scholarship and National Hindi Scholarships respectively. But in Non-Government women's colleges only 0.04% of students were receiving National Prize.

9.2.4.14. Results of +3 degree (Arts & Science)

9.2.4.14.1 The result of +3 degree Arts (pass) of 1990 in the women's college i.e. 52.9% in total reduced than 1989 which was 62.3%.
9.2.4.14.2 The +3 degree Arts (Honours) of the Government women's colleges in the year 1988, 1989, and 1990 were 71%, 53.4%, and 45.2% respectively which were gradually degraded. The students of Non-Government women's colleges did not appear at honours examination in those years as if subjects were introduced either in 1989 or 1990.

9.2.4.14.3 In +3 degree science (Pass) examinations of Government women's colleges 55.7%, 58.2% and 81.1% of students passed respectively in the year 1988, 1989 and 1990 which had a gradual rise in successive years.

9.2.4.14.4 In +3 Science (honours) examinations of Government women's colleges, 58.6%, 62.2% and 65.8% of students passed in the year 1988, 1989 and 1990 respectively which had a constant rise also.

9.2.5 Co-curricular Activities

9.2.5.1 Literary Activities:

In the women's colleges, the mostly organized literary activities were debates, essay competition, wall-magazine and recitation. But the activities like discussion, meetings, seminars, symposia and quiz programmes were not given due emphasis by them. Specially, the organisation of symposia and quiz programmes were very much neglected by Non-Government women's colleges.

9.2.5.2 Physical Activities

As regards the various physical activities, athletics had received paramount importance.
A good number of colleges had also given stress to outdoor games and indoor games as these were organised in 71.4% and 68.5% of colleges respectively. Asanas were given the least importance i.e. by 5.7% of colleges. But gymnastic had not found any place in the programmes of women's colleges and N.C.C. was not provided to any of the Non-Government women's colleges.

9.2.5.2.1 Out of four wings of N.C.C., Army Wing was provided to all the five Government Women's Colleges whereas Naval Wing was provided to 40% of colleges, Moreover, Air Wing and Remount and Veterinary wing were provided only to 20%(each) of colleges.

9.2.5.2.2 There were 360 cadets in Army wing which constitute 83.7% of the total number of cadets in women's colleges. Other wings such as Air Wing and Remount and Veterinary Wing(each) had as less as twenty cadets only.

9.2.5.2.3 Maximum 25% (each) of students had participated in Army camps and Remount and veterinary camps. The least number of students participated in Air Camps.

9.2.5.3. Creative Activities

All the women's college laid stress on classroom decoration activity. Besides this, in Government women's colleges, the mostly organised activities were story writing, comedy as well as fancy dress, whereas in Non-Government women's colleges Alpana was the mostly organised
activity. Though most of the creative activities were not duly emphasized by the colleges, the activities such as painting, drawing, caricature and spot poem writing were given less importance than others and the monodrama was the least.

9.2.5.4 Cultural Activities

The mostly emphasized cultural activities organised in women's colleges were variety shows, one-act plays and songs. The poorly organised activities were dance and specially the folk songs.

9.2.5.5 Training for social welfare

All the Government women's colleges stressed to organise the N.S.S. and Redcross activities. Majority of them had also organised social service activity. Similarly a good number of Non-Government women's colleges had also organised these activities. But first aid and relief camp programmes were not duly emphasized by the women's colleges as a whole. The home for homeless activities though organised by few of the Non-Government women's colleges (i.e. in 20% only) did not find any ground in Government women's colleges.

9.2.5.6 Camp Activities of N.S.S.

Most of the women's colleges (i.e. 65.7%) participated in the camp activities organised during summer vacation. Some of the colleges had attended camps during Puja and Christmas holidays (i.e. 28.5% and 45.7 respectively).
But very few women's colleges (i.e. 14.3% only) had participated camps organised during car festival holidays.

9.2.5.7 Civic Training Activities

Quite a good number of colleges made provision for college union, athletic club, dramatic association, social service guild, literary society as well as planning forum. But provision for Day scholars' associations, co-operative societies, science societies were greatly neglected by all the women's colleges whereas Non-Government women's colleges had totally ignored the Day scholars' association. Moreover, due to non-availability of science stream in Non-Government women's colleges the provision of science society was also ignored by them.

9.2.5.8 Programme for broadening the outlook of students

All the women's colleges had sufficiently emphasised the programme of picnic. Organisation of other such activities were not upto mark, especially, the programme of hiking was organised by only 10% of Non-Government women's colleges and was completely ignored by the Government women's colleges.

9.2.5.9 Observance of Ceremonial days

All the women's colleges had duly organised the ceremonial days with a little less emphasis to the observance of college day. But Viswakarma Puja had not gained ground in any of the women's colleges.
9.2.5.10 Observance of Auspicious Day

The National auspicious days like independence day and republic day were observed by all the women's colleges. In addition to these, the mostly observed auspicious days by them were teaches' day, N.S.S. day, Gandhi Jayanti (Birthday of Gandhi) women's liberation day, National Youth Day, International Volunteers' day.

The occasions such as united nations day, martyrs' day, environment awareness day, human rights day, were not properly emphasised by all the colleges. Particularly the united nations' day, international literary day, and martyrs' day did not find any place in the programmes of Non-Government women's colleges.

9.2.5.11 Women's Awareness Programmes

Government women's colleges laid stress to the programmes of making women aware of their rights, their status as well as making them aware against evils of dowry whereas the Non-Government colleges only emphasised the programme of making women conscious against evils of dowry. On the whole, all the women's colleges mainly stressed the programme against dowry.

9.2.5.12 Family Awareness Programme

Programmes such as family welfare and family planning were emphasised both by the Government and Non-Government women's colleges. But organisation of child rearing programmes was completely over-looked by all the women's colleges.
9.2.5.13 Health Camps

Government women's colleges gave importance to organise composite health check-up camps and immunization camps whereas all the camps relating to health programmes were not satisfactorily organised by the Non-Government women's colleges. But particularly the blood donation camp received the least importance in all the women's colleges.

9.2.5.14 Programmes on Emergent Problems

Meeting on adult literacy problem was held in 80% Government women's colleges whereas 50% of Non-Government women's colleges conducted meeting on it. Besides that arrangement of meetings on various emergent problems like population education, environment awareness, leprosy eradication was not satisfactory. Especially, organisation of meeting on ecodevelopment was very insignificant as only 5.7% of women's colleges in total laid stress on it.

9.2.5.15 Participation in youth exchange programme

Youth exchange programmes did not find recognition in the women's colleges as only small number of colleges had participated in such programmes. The percentage of participation of colleges in such programmes ranged from 25.7. to 28.7 in total.

9.2.5.16 Programmes on Science

Talks on science was the mostly organised programme in Government women's colleges.
Except this, other programmes on science were not given notable importance in women's colleges. Especially, science fair and science poster exhibition were greatly neglected by them.

**9.2.5.17 Adventurous Activities**

Participation of women's colleges in the adventurous programmes was very insignificant as only 5.7% of colleges in total had joined in the trekking programme. Other adventurous programmes did not find any recognition by them.

**9.2.5.18 Karate Programme**

The programmes of self-defence techniques like Judo and Karate were not duly emphasised by the women's colleges as only 26.6% of Government women's colleges and 15% of Non-Government women's colleges had participated in such programmes.

**9.2.5.19 Organisation of Saving and preservation Programme**

A small number of colleges (i.e. 33.3% of Government and 40% of Non-Government) had organised small saving campaign programme. Except this, the other programmes on saving of grains and preservation of foods were not given any importance by the women's colleges.

**9.2.5.20 Programmes on Productive Activity**

The plantation programmes was emphasised to some extent by 48.5% of women's colleges in total. Other activities such as tailoring, cooking, handicraft, were not organised
satisfactorily in the colleges. But the programme on guidance in poultry farming and animal husbandry was not stressed by any of the women's colleges since it was ignored by all of them.

9.2.5.21 Participation of students in Co-curricular activities at different levels

9.2.5.21.1 At district level: Small number of students of women's colleges had participated in various district level co-curricular activities such as literary activities, athletics, N.C.C. and N.S.S. But the overall percentage of attendance of women's colleges in such activities was quite unsatisfactory.

9.2.5.21.2 At State Level: A limited number of students of women's colleges attended athletics, N.S.S. and N.C.C. (the percentage being 0.1, 0.7 and 0.03 only) which was negligible.

9.2.5.21.3 At National level: The national level co-curricular activities represented by students of women's colleges were athletics, N.C.C. and N.S.S. The percentage of attendance in such activities was quite insignificant.

9.2.5.22 Opinion of students: Most of the office bearers (75%) of student unions opined to organise more co-curricular activities in their colleges.

9.2.5.23 Views of the educationists: According to the educationists though there should be some differences in the scope of co-curricular activities for men and women, women should be given chance to choose the type of co-curricular activities they want for them.
9.3 MAJOR RECOMMENDATIONS

On the basis of significant findings stated earlier, the following recommendations may be made.

1. Degree education should be available to all women. In order to enable every woman in general and every rural women in special, provision should be made to establish more women's colleges in rural areas.

2. Women's colleges should continue as most of the women students prefer to study there due to various reasons. More women's colleges should be established as per necessity and demand of the locality along with the measures to remove the deficiencies of the women's colleges already existed.

3. The Principals of women's colleges should emphasize the verification of lesson notes and supervision of tutorial classes of their colleges.

4. Women's Colleges should be inspected at least once in a year for smooth management and maintenance of high standard of instruction.

5. Agitation of the women students pertaining to any genuine and crucial matters of colleges should be taken care of and be studied sympathetically.

6. A separate women's cell and women study centre should be opened in administrative section of higher education and universities to monitor the progress of women's education and to focus on women's issue and special requirements.

7. Women's colleges are not economically sound. Steps should be taken to make them economically sufficient providing some recurring financial assistance (besides grant-in-aid) to them by the State Government.
8. Measures should be taken by the colleges to avail of U.G.C. assistance soon.

9. Fees are a major source of income of the colleges. Since fees are not realised from the women students. State Government should make some alternate arrangement to substitute this deficiency.

10. Grant-in-aid rules may be modified for women's colleges as to provide them 1/3rd 2/3rd and full aid by the completion of 3, 5 and 7 years respectively instead of 5, 7 and 9 years respectively.

11. Grant-in-aid should be provided immediately in due time without delay.

12. Full grant also be provided in due time without any delay.

13. Local bodies should take steps to provide financial assistance to women's colleges.

14. Science should be introduced in each women's college (Both Government and Non-Government) with a view to enable them to keep pace with explosion of knowledge in science, space and technology.

15. Commerce subject is not available in any of the women's colleges of Orissa, steps should be taken to introduce it in the women's colleges.

16. Emphasis should be given in opening of honours teaching facilities in the faculties of Arts like Anthropology, Geography, Sociology and Statistics since none of the women's colleges have introduced honours in such subjects.

17. Steps should be taken to provide honours teaching facilities in subjects like Geography, Geology and Statistics.
18. Since women have equal intellectual capacities with men, the tendency to concentrate in the softer and feminine subjects in the women's colleges should be checked. In addition, rigorous subjects requiring extensive use of mathematics and science should be introduced in women's colleges providing avenues for women to compete for better services.

19. More new subjects in honours and pass should be introduced in Arts and Science faculties.

20. Besides these common subjects, some cultural practices such as dance, music, handicrafts are to be provided in the women's colleges along with other subjects.

21. Women's colleges should be provided with lady principals with more women teaching staff.

22. Women teachers should preferably be appointed in the women's colleges in order to leave a better impression in the minds of women students and their parents, to set examples before the students as well as to provide encouragement to them.

23. Teachers of women's colleges should undertake some research works in order to enrich their knowledge and experience to solve the problems of women efficiently.

24. Some more experienced teachers should be appointed specially in Non-Government women's colleges in order to improve the quality of instruction.

25. Women's college should be well equipped with physical facilities like i) laboratory ii) college buildings iii) Hostels iv) play grounds v) Lending libraries vi) Book Banks vii) Staff quarters viii) proper sanitary arrangements and ix) facility of
drinking water. In case of establishment of new colleges permission should be given after the supervision of all such facilities in the women's colleges.

26. The libraries containing books from 2000 to 3000 should be equipped with more books facilitating better teaching-learning activities.

27. Arrangement should be made to provide various types of magazines, journals, periodicals, new papers and employment news to women's colleges.

28. The women's students specially the SC/ST students should be encouraged to utilize the full sanctioned seats of women's colleges.

29. Women's colleges should be provided with more ministerial staff where necessary for smooth conduct of various works.

30. Provision should be made in order to remove the accommodation problems of the women's colleges where necessary.

31. Care should be taken to improve the results of the students.

32. Various types of literary activities should be organised in women's colleges in order to enable the women students for self-expression, to rouse interest in them, to grow self-confidence and self-reliance; to enrich their knowledge and experience; to improve their efficiency and ability; to collect information, and over and above, to develop integrated personality. Students should be encouraged to attend those in greater numbers.
33. Sports should be made compulsory for women students and it should be included in general curriculum.

34. Indoor games should be given equal weight as the outdoor games in the women's colleges.

35. Since gymnastic has greatest impact on building a good physique it must be introduced in women's colleges specifically.

36. Stress must be laid on asans and their practice in women's colleges.

37. A committee should be set up to propose to introduce N.C.C. in more women's colleges. Measures should be taken to introduce N.C.C. in Non-Government women's colleges.

38. The Government should be moved to increase the number of cadets in N.C.C. since it is continuing to be 800 from the beginning of girl's battalion from 1964.

39. Women cadets should be encouraged and be given scope to attend in greater numbers in various camps organised by N.C.C. at different times.

40. Students should be helped to realise the creative abilities they are endowed with and also be encouraged to cultivate them by attending various competitions organised for this purpose in colleges.

41. 'Social service training' activities should be organised with full sincerity and the women students should be motivated with a view to attend the camps in numbers to train themselves to serve the society voluntarily.

42. Various N.S.S. Camps also are to be arranged during vacations and more colleges should join in those.
Women students should be provided scope to attend the camps during vacations, specially in car festival holidays when there is need for their help.

43. There must be arrangement for multifarious clubs, associations, forums as well as societies in order to provide civil training to the students enabling them to lead successful life in future.

44. Picnics, hiking, educational tours, excursion and field trips as well as visit to places of historical, geographical, industrial and scientific significance should be organised in all the women's colleges inorder to provide opportunities to broaden the intellectual outlook of students. Financial assistance may also be provided the women's colleges specifically to organise such activities.

45. The heads of the colleges should take due care and make necessary arrangements to observe the national and international auspicious days in the colleges. Students should be encouraged to write essays, poems, articles and to correlate the relevance of the days with life and future.

46. All women's colleges must organise programmes in order to make the women aware of their education, vocation, status, dowery problem as well as their legal and constitutional rights since women liberation, women empowerment and their upliftment are of the global concern today.

47. Women students should be imparted prior knowledge through various programmes about family welfare, safety of house, child-rearing and family planning before they face the real challenging situation in life.
48. Camps and programmes pertaining to health should be arranged in women's colleges in order to make them realise the value of blood, eye, health of human being and the importance of such camps.

49. In order to inform women students regarding emergent problems of society, state and nation, programmes on such problems should be organised in colleges as they are the real agencies of dissemination.

50. The outlook of women are to be broadened and ideas of various cultures should be enriched by organising youth exchange programmes in the colleges.

51. Programmes on science should be organised in the women's colleges so that the knowledge of science can be properly disseminated by women in the society.

52. Women's students should be provided opportunity to display adventure in life. Hence programmes on such activities required to be organised in women's colleges which will train them how to meet the challenging and risky situations of life.

53. Karate should be made compulsory for women as a self-protective technique.

54. Saving is a factor associated with happy life. Women as home makers should have knowledge of that. Therefore programmes on such activities are certainly to be organised in the colleges.

55. Programmes on small productive courses should be arranged by the colleges in order to provide knowledge to the students.

9.4 SUGGESTIONS FOR FURTHER RESEARCH

In this study the women's degree colleges of Orissa were taken into account including the factors such as development of women's colleges, Administrative set up
of higher education along with the management of women's colleges, their financial position as well as their curricular and co-curricular activities. Hence, the scope of this study has become broad. Inspite of the best efforts, the researcher apprehends that she might not have given that much due attention to all the facts and dimensions. Therefore, it would be more convenient and better if one concentrates on individual aspects of these in future studies suggested as:

1. The critical analysis of the pattern and problems of administration, supervision and financial conditions of women's colleges under each university.

2. Professional education for women: An analysis of the situations prevalent in the professional colleges of Orissa.

3. Vocational education for women: An analysis of the situations prevalent in the vocational colleges of Orissa.

4. Master degree education for women: An analysis of the situations prevalent in the master degree colleges of Orissa.

5. +2 Education for women: An analysis of the situations prevalent in the state of Orissa.

6. A critical analysis of the problems of women teacher of women's colleges in the light of their contribution for better teaching activities.

7. A critical analysis of the problems of women students in women's and co-educational colleges.

Besides these mentioned topics similar studies can also be taken concerning the non-formal and adult education for women as the scope of such programmes is comparatively more limited in the state of Orissa.