CHAPTER - V
CHAPTER V
DEVELOPMENT OF DEGREE COLLEGES FOR WOMEN IN ORISSA

5.1 HISTORICAL PERSPECTIVE OF WOMEN'S EDUCATION

Long before the advent of the English to power, indigenous educational system was prevailing in Orissa both for boys and girls. Inspite of numerous political ups and downs, insecurity in state of all affairs, the deep rooted indigenous schools outlived as the only seat of learning in Orissa. At this distance of time, indigenous education may seem to be crude and unscientific, but it was pragmatic and subserved the needs of the masses then.

In 1835 William Adam, a christian missionary conducted an educational enquiry in Bengal presidency by the order of Lord William Bentinck, the initiator of higher education in India. He mentioned the existence of several 'Maths' (religious institutions of Hindus meant for charitable works) at Puri as the seats of various branches of Hindu learning. Oriya was used as a medium in one hundred and eighty two schools even outside Orissa that was in Midnapore (Adam.1988). G. Toynbee, the Commissioner of Orissa in 1873, in his book, "A sketch of the History of Orissa, 1803-28" referred to the intellectual ability of Oriya people. In 1837, Oriya was acknowledged as the language of official communications along with Persian (Revenue records vol. 65). W. W. Hunter also referred to the indigenous education in Orissa (Hunter, 1872)

There were three types of indigenous institutions such as tols, muktabs and chatsalis. The tols were higher
indigenous schools located normally in maths, holy places and big villages within Brahmin population with Sanskrit as the medium of instruction. The muktabs were indigenous elementary schools for Muslims in Orissa teaching Persian and the Koran. The chatsalis were village elementary schools as bases of the promotion of mass education. The medium of instruction was Oriya.

In Orissa, the education of girls was domestic and was rarely formal or institutional. Though, their education was not forbidden by religion, yet most of them were deprived of education, and were illiterate. The Deputy Inspector of Puri detected that in one of the Maths of Puri, boys and girls were reading together. In the village Pathsalas (vernacular schools) of Orissa, there were no separate course for boys and girls. The subjects taught in both of these categories were, reading writing and arithmetic (Bengal- Education Proceedings 1869,). Hence, attention to female education in Orissa was so to say marginal. But the importance of their education was not realised and accepted by the society. J. A. Hopkins, the Inspector of Schools stated that:

*While in the pathsalas carried on in the indigenous method, we often find a few girls smearing the alphabets on little bits of palm leaf or with small bits of chalk upon the ground, we don't find a single Uriya, Hindu or Muhammedan girl of a responsible family in any of our middle or higher class schools.(Bengal, Public Instruction,1874-75, Para-515).*

However, co-education prevailed and was tolerated in the society. The number of literate girls was insignificant in the society.

With these circumstances, higher education of girls can well be imagined. In Orissa, in 1868, Ravenshaw
College with the status of a second grade college could be contemplated to impart instruction for higher learning to boys. It was raised to the status of a first grade college in 1876 and stood as a milestone during the British reign. Hence it was the only seat for providing collegiate education in Orissa.

Up till then, any attempt made in the field of education was for boys. The education of girls was severely neglected and was considered a matter of non-interference due to social prejudices. The Calcutta University was established in 1857. After a pretty long twenty years it was only in 1877 that the Calcutta University made matriculation examination accessible to girls for the first time in the history of education. Subsequently it was echoed in Madras in 1881 and in Bombay in 1883.

The upper class people of Orissa resented introduction of British Education Policy at the beginning. This resistance was most significant at Puri which resulted in ceasing English schools for a long time (Revenue vol.62). But gradually, the expanding need of the people, their ambitions, their national consciousness, the influence of British education, the advancement of Bengalis in English education and their possession of jobs created in Orissa under British rule forced the people of Orissa to accept English educational system late. Hence, education of Orissa was overdue and its growth was far from satisfactory. Realising this, Mr. Gopal Krishna Gokhale introduced a resolution in the Legislative Council in 1910 demanding free elementary education, which was dropped out to be considered.

In such state of affairs, the higher education of women began very late. Therefore, in the perusal
of the developmental history of women's education it becomes mandatory to highlight the beginning of their education in a school as to learn the existence of the first seat of women's higher learning in Orissa.

5.1.1 Beginning of Women's Education in Orissa

In Orissa, the contribution of missionaries in the promotion of women's education was quite conspicuous. First they made efforts to educate girls of Christian converts. Their success in this field encouraged them to make attempts for the education of general girls. The Baptist Mission did commendable work in this field promoting day schools for girls, boarding establishments for orphans. The famine of 1865-66 left many children orphans. The missionaries established orphanges to rehabilitate the orphans, some of which developed into centres of female education subsequently. Two such orphanges established at Cuttack and Jaleswar of Orissa provided children boarding and instructional facilities. Thus in 1866 three schools were established at Cuttack, Burdwan and Raniganj for Europeans and Eurasians of which the school at Cuttack was the best. Most of the children of the school were girls though a few boys were also attending it. An amount of Rupees Seventeen per year was being realised from each student as fees (Bengal Public Instruction, 1866-67)

Mrs. Buckley and her assistants imparted education in the female orphanges. By the year 1872 four hundred and sixty five girls were educated in the native orphanges at the expense of eight rupees each, the half of which was financed by the government and the rest met by the mission. The devoted services in female orphanges by the Baptists such as Messers Buckley, Bailey and Miss
Guignard were greatly appreciated and admired by T. E. Revenshaw, the then Commissioner of Orissa, (Bengal, Education Proceedings, 1871).

The contribution of the wives of missionaries to the promotion of female education was also commendable. Mrs. Smith started one Zenana association in 1869 for the education of married girls (Bengal Public Instruction Report 1871-72). The Zenana (domestic teaching) work was commenced in Balasore in April 1869 with six houses only. By 1872, one hundred and twenty six women at their residences were educated under this association. The Government and the missionaries made joint efforts for the progress of women's education. Missionaries were providing boarding facilities to students and their teaching was systematic, exclusively vernacular and financed by the Government. But the Hindu girls were not allowed to join those schools in fear of proselytism.

Abinash Chatterjee, a generous gentleman of Cuttack took great interest in the education of women. The Cuttack Hindu girls' School housed in his residence at Balu Bazar of Cuttack was turned into a famous centre of women's education in Orissa subsequently. At the initial stage, it was started as a Lower Primary School with only six students. Financial assistance from government was granted to it in 1873 and its was known as Ravenshaw Hindu Girls' School after the name of T. E. Revenshaw, the then Commissioner of Orissa. Free student-ship was granted to the students of this school in order to increase its enrolment. The Lieutenant Governor in the Resolution of 1873-74 declared that State assistance would be provided to female education everywhere. Inspite of this incentive very few Oriya girls could be educated. The
social customs, prejudices prevented the progress of female education. As per the General Report on Public Instruction Bengal 1866-67, it was found that in the lower provinces of Bengal Karans (class of writers) among all the communities were less conservatives since twelve Karan girls were allowed to join the Bhubaneswar Boys' School.

W. S. Atkinson, the Director of Public Instruction realised that the progress of female education was not feasible as long as the social prejudices prevailed. Besides that, the people of Orissa were very shy of sending their girls to public schools and were withdrawing them at a very early age to marry. (Bengal Public Instruction 1873-74). During 1873-74 there were seven girls in the schools of Puri District and thirty nine in Cuttack District. The expectation was that the example set by these girls would encourage other girls to attend the schools.

In the Resolution of 13th January, 1876, the policy of the Government was slightly revised so as to encourage the girls to attend mixed primary schools alongwith the consideration of establishment of separate girls' schools. The Oriya people were in favour of giving education to their daughters but they did not like to expose them to the public schools, however young their girls might be. J. A. Hopkins, Inspector of Schools recommended for establishment of separate Primary Schools for promotion of female education in Orissa.

A lot of innovative measures taken for female education were doubted by Oriyas. As they had trust in indigenous schools a reward of six rupees annually to the abdhans (Teacher of the lower indigenous Schools
of the Hindus of Orissa) was announced with a view to help in increasing the number of girls in the schools. This policy was first employed at Puri in 1876-77. By this incentive, an amazing increase of the girls in those schools was marked (Bengal Public Instruction 1876-77). Mostly Hindus, were encouraged for education of their daughters and especially the number of Brahmin girls was higher than those of other castes in the schools. Co-education was encouraged and accepted. Out of 2446 girls in schools during 1881-82, 237 were Brahmins (Bengal, Education Proceedings, 1883). The first Oriya book published for the girls, was 'Balikapath' by Kumar B. N. De of Balasore to attract the girls towards education. The Hunter Commission 1882-83 recommended for the appointment of female Inspectresses and female teachers for the spread of female education. In Balasore the spread of female education was possible for the missionaries and specifically for Miss Philips. There were thirty three special girls' schools in Orissa, Out of which twenty five were in Balasore, six in Cuttack and two in Puri. Out of these, twenty schools were managed by the missionaries and the rest were Hindu girls schools. The girls' schools of Cuttack, Balasore and Bhadrak were considered the best schools. Balasore was having greater facilities for women education due to the influence of Bengal. The first Oriya girl Saraswati Bai passed the Middle English Scholarships examination from Cuttack town, in 1889-90.

In Cuttack town there were two upper primary and five lower primary schools, besides Ravenshaw Hindu Girls' School. In 1899 the two primary schools at Chandinichowk and Jholasahi were taken over by the Government and maintained by Municipality. The five lower Primary schools
situated at Tulasipur, Buxibazar, Khatbinsahi, Mansing Patna and Oriyabazar were managed by the Missionaries. But till the end of 19th century not a single high school or college was opened in Orissa for the education of Oriya girls. Primary education continued as the prime concern of the government.

The efforts of the Government for female education were not remitted. New measures were adopted to tide over the problems of female education. Elderly male teachers were appointed in some girl schools due to paucity of lady teachers. However educationally conscious people of advanced localities like Cuttack were less against women's education.

The Simla Conference of 1901 recommended on the establishment of model primary schools, training schools and strengthening the staff of Inspectresses. It stressed that Government should take more responsibility for the progress of female education. Steps were followed accordingly, but still it could not progress much.

In 1912 Bihar and Orissa were partitioned from Bengal and a new combined province of Bihar and Orissa was formed, as a result of which, the Oriya girls availed themselves of opportunities for educational improvement through various programmes and plans. 1913 was the pivotal year for the development of education for the Oriya girls when the Government took over the charge of Revenshaw Hindu Girls' School.

Before the school was handed over to the Government it underwent certain radical changes. The school was upgraded to a Middle Vernacular school in 1883. In 1901, there were fifty nine students in the school. Another girls' school namely Cuttack Model Girls' School was
established at Cuttack in the year 1906 under the auspices of Mrs. Reba Roy, the niece of famous Oriya Poet Bhakta Kabi Madhusudan Rao only with seven students at the initial stage. People were so impressed that only in the next year in 1907, the enrolment of the school increased to fortyfive. It also received financial assistance from the government. The first Muslim Girl, the daughter of Nurul Huq, had taken admission in the school in 1907 and set an example to the Muslim girls for education (Utkal Dipika March, 1907).

The popularity of the Cuttack Model School had a bad effect on the Ravenshaw Hindu Girls' School. In order to keep its fame, a new managing committee was formed for this school. Mr. Madhusudan Das, the eminent son of the soil of Orissa became the President of the Committee. In the mean time his adopted daughter Miss Sailabala Das returned from London after completing her studies. She refused the alluring governemnt job and devoted her time for the improvement of the Revenshaw Hindu Girls' School. She became the Secretary of the School and tried for its revival. The school soon gained popularity and its strength was increased. The school was recognised by the Government as a Girls' High School during 1908-09 as a result of the request made by the people. The institution became so popular and there was such a growing demand for high education among the Oriya girls that even married girls also stayed as boarders to continue their studies there. Moreover the rural girls were also attracted to take admission in that school. The proposal for the amalgamation of the two schools could not materialise before 1909 (Bengal General Report of Public Instruction 1909). The proposal made by N. L. Hallward, the Director of public Instruction to take
over the management of Ravenshaw Hindu Girls' School from the private management was approved on December 30, 1912. Finally the Government assumed the control of the school with effect from March 1, 1913. The word Hindu was excluded from the name of the School which made the public unhappy (Utkal Dipika - Jan 1917) and began to be recognised as Ravenshaw Girls' High School. Miss Sailabala Das was appointed as the honorary head of the high school. But after some unhappy and undesirable incidents, Miss Das was attached to the managing Committee and one Mrs. A. E. Banks was appointed as its first lady principal due to lack of qualified Oriya lady for occupying the post of lady principal. (Education Proceedings 1913).

In January 1917 the school was shifted from Kaligali to a building acquired by the Government near Gouri Shankar Park at Cuttack. The spread of female education was not restricted at Cuttack only. It was expanded to the districts of Balasore and Sambalpur. A monthly cost of Rs.35/- was sanctioned in 1913, by Hallaward, the director for opening of a model school at Bhadrak. Appointment of female teachers, seclusion of primary schools and sanction of monthly stipend to all girl students of primary schools were the measures taken to solve the problem of expansion of female education. Financial support was also accorded to special institutions meant for progress of female education. A sum of Rs.20,866/- was sanctioned to sister M. Claudio Secretary of Saint Joseph's Convent Girls' School at her request in 1914 for construction of a new building dormitory (Bihar and Orissa Education Proceeding 1914).

The Government of Bihar and Orissa appointed the Female Education Committee by the Resolution No.1284-
E dated the 8th June, 1914 to consider and advice on the promotion of female education. The Conference was held at Ranchi. Its proceedings were forwarded and views were invited from the Government officers, public and political agents as well.

5.1.2 Beginning of Collegiate Education for Women in Orissa

The Female Education Committee, 1914 recommended that provision for opening of intermediate classes should be made in the Girls' High School at Cuttack of Orissa and at Bankipur of Bihar. It recommended that if the number of girls increased to ten, affiliation upto Intermediate standard should be considered. If it rose to twenty the establishment of a separate college could be considered (Quinquennial Review 1912-17). The Government accepted the provision of opening Intermediate classes at Girls' High Schools at Cuttack and Bankipur provided that at least three girls would come to seek admission after passing matriculation examination. The District officer of Cuttack also accepted that.

Prior to this no provision was made for Oriya girls to prosecute collegiate studies inside Orissa. Oriya girls were reluctant to proceed to Calcutta due to distance and lack of facilities for Oriya teaching there (Government of Bihar and Orissa, Education, Deptt. 1915). The Government had also made a provision of scholarships of Rs. 10/- for Intermediate of Arts and Rs. 20/- for Bechlar of Arts classes for the Oriya girls continuing studies in the Bethune College at Calcutta. As this was insufficient, a request was made to Government to increase the rate of scholarship for the students of I. A and B.A. classes of Bethune College to Rs.20/-
and Rs. 25/- respectively. Only one Oriya girl Narmada Kar, the daughter of Bagmi Biswanath Kar was continuing her studies at Bethune College. The Utkal Sabha of June 23, 1912 requested the Government to increase her scholarship in order to enable her to continue B.A. there. But her case was refused by the Government (Utkal Dipika 1915). The attempt made for admission of girls students in Ravenshaw College was rejected after due consideration by the authorities.

In 1912 when Bihar and Orissa were partitioned from Bengal, a Board of Education was constituted to study the problems of education. Mrs. Sailabala Das, and Mrs Banks represented Orissa. Through their initiative, the Government took steps to introduce Intermediate Arts classes in Revenshaw Girls' High School.

The year 1915-16 was the beginning of collegiate education for women in Orissa. Intermediate of Arts classes were introduced in the Revenshaw Girls' High School with the permission for appearing at the Intermediate examination as private candidates. But the classes could not be opened at Bankipur due to shortage of sufficient number of candidates (Public Instruction, Bihar and Orissa, 1915-16). Only three candidates attended the I.A. classes in Revenshaw Girls' High School. The subjects approved for these classes were English, Logic, History, Sanskrit and Vernacular. The number of students increased to eight in 1916-17. Only two girls were sent up for the Intermediate examination of which one passed (Quinquennial Review, Bihar and Orissa 1912-17). The number became thirteen during 1917-18. In 1919-20 the I.A. class of this school was affiliated to the Patna University. But the number of girls was reduced to seven due to the withdrawal of the girls for early marriage
The teachers appointed on temporary basis worked for long seven years without confirmation and as a result, became disinterested due to financial stringency. Instead of making them permanent some influential persons suggested to close the classes. But the Director of Public instruction opposed it due to its essential contribution to the promotion of women's education (Second Quinquennial Review, Bihar and Orissa 1917-22). In 1919-20, two girls passed the Intermediate Examination. As there was no demand, the establishment of a separate college in Orissa could not be felt by the Government (Government of Bihar and Orissa Education 1920).

An association of women teachers was formed under chairmanship of the lady principal of Ravenshaw Girls' High School by the recommendation of the conference on female education. It pioneered the progress of women's education for the first time in Orissa. Education of women received gradual appreciation from the people of Orissa. People developed consciousness for the promotion of women's education. Government adopted special steps for the advancement of their education in Bihar and Orissa. Consequently, the Intermediate classes introduced in Ravenshaw Girls' High School were made permanent in 1922-23 (Government of Bihar and Orissa, Education 1924).

The Hartog Committee, 1929 recommended to accord liberal support to females' education. The Government laid down policy on 31st, March 1930 for further expansion of women's education. The Committee's suggestion that in the interest of advancement of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion, was accepted by the Government as a policy.
of education for a mother in rearing up children was realised and emphasised (Datta, 1975).

In 1930 the number of girls students of the Intermediate classes of Ravenshaw Girls' High School reduced to three from seven in the previous year. But a notable event occurred that breaking all the walls of prejudices and precaution obstruction and opposition, five women students took admission in Ravenshaw college and thus indicating a hallmark in the movement of female education in Orissa to join a college meant for men. This was appreciated by all as a positive point of progress (Progress of Education, Bihar and Orissa 1930-31). Two students were sent up in 1931 and three in 1932, passed the I. A. examination (Progress of Education, Bihar & Orissa, 1931-32). Thus sixty two years after the establishment of the Ravenshaw College, co-education had its beginning there in 1929-30.

Intermediate collegiate classes of Ravenshaw Girls' High School gained popularity as these were providing the only opportunity for higher education exclusively meant for women in the province of Bihar and Orissa. In 1934 there were eight students in these collegiate classes out of whom one was from Ranchi, one from Patna and another from Rajasthan. In 1936 steps were taken to appoint a qualified lady teacher from the Lady Irwing College of Delhi to Ravenshaw Girls' High School in order to provide facilities for the girls students of I. A. classes of this school for the study of Domestic Science.

The number of students in the I.A. classes of Ravenshaw Girls' School was always a few. A very small number of girls students desiring for degree courses were choosing the colleges meant for men, due to lack of provision of degree classes at that school.
The establishment of a separate college for women was not felt necessary due to shortage of students. Since the education of girls was more expensive than that of boys due to their annual cost of education.

The gradual mind making of women to attend the college having co-education, the collegiate classes of Ravenshaw Girls' High School were suggested for abolition by some people. The lady principal of the school vehemently opposed this view stating the importance of these classes. She opined that the Oriya girls were too shy to join a college meant for boys particularly at the age when they passed matriculation. But they might join co-educational colleges for degree classes in later period (Quinquennial Review, Bihar and Orissa, 1927-32).

Thus with various commendable efforts of Missionaries, Government and eminent personalities of the soil to implement the policy of British Government, the education for women could be brought from the deep darkness of the past to see the dawn of these days. The contribution, co-operation and sacrifice of Madhusudan Das, the pride of the state, Bhaktakabi Madhusudan Rao, Vyakatabi Fakir Mohan Senapaty, Bagmi Biswanath Kar, Abinash Chaterjee, Sailabala Das and Reba Roy were no doubt remarkable. The liberal donations of the kings of Orissa could give a stand to the women's education. Thus education was open to girls and the significance of their education was realised. But still a lot of things were to be done and achieved in this field. Because by 1936 only about sixty thousand Oriya girls and women out of four million females in Orissa could come for education from elementary to college. It constituted a very minor portion of the whole female population.
5.1.3 Collegiate Education for Women in Orissa after partition

Orissa was separated from Bihar and was declared a separate state in 1st April, 1936. Then Government machinery was geared up with the help of many eminent persons for the all-round development of the state. Special provision was made for education in general and higher education in particular. But there could not be the provision of a separate university for Orissa immediately after separation and as a result schools and colleges of South Orissa were affiliated to the Andhra University, while those of North Orissa were affiliated to the Patna University. Orissa had to pay Rs. 2,000.00 annually towards the cost to Patna University for the year 1936-37 (Report of Progress of Education in Orissa, 1936-37).

But along with the promotion of general higher education, no notable development of women's college was found. There was no increase in the rolls of girls students in the Intermediate classes attached to Ravenshaw Girls' High School. The enrolment reduced to eight from twelve, in 1936 (Progress of Education in Orissa 1937-38).

One of the reasons of decrease of women students in the Intermediate classes attached to Ravenshaw Girls' School was the non-availability of choice subjects in these classes. As a result, women students preferred to join the colleges for men. The colleges for men were also equipped with more highly qualified and efficient teaching staff along with other facilities. Thus the number of girls attending men's colleges increased to sixteen.
The establishment of an exclusively women's degree college was not contemplated till 1939. These Intermediate classes stood as the only second grade college for women in the state till then. The enrolment of girls students still reduced to seven from eight during 1938-39. (Progress of Education in Orissa, 1938-39).

Progress of higher education for women was not sanguine for which Government desired to adopt some measures to give it an upliftment. In order to boost it up, the provision of scholarships was instituted by the Government for girls students. Four scholarships were awarded for them out of which one was for the senior grade at the rate of Rs. 20.00 per month and the other three were for junior grade students at the rate of Rs. 20.00, Rs. 15.00 and Rs. 10.00 respectively. (Progress of Education in Orissa, 1938-39). The aforesaid scholarships were meant for girls students of north Orissa. For the women students of south Orissa, two scholarships were allotted at the rate of Rs. 14.00 and Rs. 9.00 per month to be awarded annually to the students of B.A. and I.A. respectively. (Progress of Education in Orissa, 1940-41). In addition to these scholarships, Government had also made provision of free-studentship for women students.

Apart from this, various other measures had been adopted for its promotion. A women's league of service was set up in Orissa for the interest of girls. Its main objectives were to draw proper attention of the Government and to receive co-operation of the public for the cause of girls education. They were organising different useful activities for girls and conducting examinations in needle work and hygiene for all-round
development of women's education. Of course, lately women played various roles in the educational, social political and economic field of life. Similarly Social Service Centres, health and welfare associations and clubs had been set up with a view to foster a spirit of encouragement among the educated women to widen their outlook and activities for the expansion of women's education.

As a result of these measures, some improvements were noticed in the progress of women's education. The number of women students which was reduced to seven during 1938-39 rose to fifteen in 1939-40. (Progress of Education in Orissa, 1939-40) and to twenty three in 1940-41 (Progress of Education in Orissa, 1940-41).

Under these circumstances there was no degree college meant exclusively for women in Orissa. The Intermediate College as the unique second grade college continued to remain as the only seat of higher education exclusively for women for some more years except the expansion in the enrolment of girls students in the Intermediate classes and in the men's colleges of the state. The number of girls continuing study in the Intermediate College was fifty while the number of women students reading in the colleges meant for men became Seventy two in 1944-45. (Progress of Education in Orissa, 1944-45).

The total number of colleges in Orissa rose to thirteen of which three were first grade colleges, six were second grade colleges, one training college, one medical college and two Oriental Colleges. Law classes were attached to the Ravenshaw College at Cuttack. There was no separate degree college in science, but provision of teaching science subjects up to the degree stage existed
in Ravenshaw College at Cuttack. The Stewart Science College was providing science teaching upto the Intermediate standard and was the only second grade college in science in the state of Orissa. The progress of women's higher education in Orissa was slow but steady.

5.1.3.1 The Utkal University

Orissa did not possess a separate university of its own till 1940-41 though it was separated from Bihar in 1936 as a state. Therefore, the schools and colleges of north Orissa remained affiliated to the Patna University while those in south Orissa remained under the jurisdiction of Andhra University as before. Due to administrative inconvenience, dual affiliating system of schools and colleges to two different universities belonging to two different states and distance of Orissa from these two universities, the alumni of Orissa could not prosecute their higher learning conveniently. The bare need of the establishment of a separate university was felt by all people of Orissa. Sir Edward Gait the Lieutenant Governor of Bihar and Orissa while laying the foundation stone of the present campus of Ravenshaw College had stated that the foundation of Ravenshaw College would be the first step of a university for Orissa. But his dream of 1921 could not be fulfilled till 1937.

After the first Government of Orissa formed by the Congress in 1937 with Mr. Biswanath Das as the Prime Minister, attention was paid for establishment of a university in Orissa. A Committee was formed to go threadbare into the question of establishing a separate university under the able stewardship of late Pandit Nilakantha Das, a great scholar, educationist,
Parliamentarian and statesman of Orissa; Dr. Pranakrishna Parija, a renowned scientist who continued as Vice-Chancellor of Utkal University for sixteen years, and M.C. Pradhan, late Vice-Chancellor, Orissa University of Agriculture and Technology as its member-secretary.

In November, 1941 Pandit Godavarish Mishra became the Education Minister, who took active interest for establishment of the University. S. C. Tripathy, I.E.S, the Director of public Instruction and W. W. Dalziel, I.C.S.Law Secretary were entrusted with the responsibility of drafting a bill for which Maclean, the Registrar of Madras Universtiy was requested to draft the first statutes and the first regulations for the University. (Dash, 1976). The Utkal University Act was passed by the Orissa Legislature on 30th June, 1943 and the Utkal University came into existence from 2nd August, 1943. The name "Utkal" was selected to emphasise the linguistic and cultural identity and heritage of the people living in the province of Orissa. The five colleges functioning previously under the jurisdiction of Patna University and Andhra University were brought under the jurisdiction of newly created Utkal University. (Annual report of Utkal Universtiy, 1978-79). With these five colleges the University started its career as an affiliating-cum-examining University housed in Room No. 15 of Ravenshaw College, Cuttack (Annual report Utkal Universtiy, 1980-81) with effect from 27th November, 1943. His excellency Sir William Hawthorne Lewis, K.C.S.I., K.C.I.E., J.P., I.C.S. was appointed as the first Chancellor and Pranakrishna Parija, O.B.E., I.E.S. the noted scientist and academician as the first Vice-Chancellor of the University.
The University conducted its first examination in 1943-44. The jurisdiction of Utkal University was expanded outside the state to Sikkim, Andaman, Nicober, Lakshyadives and Manipur admitting new colleges to this University.

Impact of Ravenshaw College and establishment of Utkal University boosted women education in the state to a very great extent.

At the commencement of the academic session of 1946-47, the Intermediate college functioning in the girls' high school was given the status of first grade college in Arts and since then it was known as the Women's College. At the initial stage the college had no separate building of its own. There was inconvenience in continuing both the classes of the college and the school in one building. Arrangements were made for holding the college classes in the morning session and the school classes during the day shift. This institution was managed by the Government.

The subjects affiliated for teaching in I.A. classes of the Women's College were English, Oriya, History, Sanskrit, Mathematics, Elementary Economics, Public Administration, Logic and Domestic Science, and for B.A. classes, subjects were English, Oriya, History, Philosophy (Pass and Honours), Sanskrit and Mathematics (Pass and Honours).

The increase in the enrolment in women's college was encouraging. It increased from twenty in 1941-42 to sixty four in 1946-47. Out of these sixty four as many as sixteen students were residing in the hostel attached to Ravenshaw Girls' High School. A number of societies and a Cadet Nursing Division were introduced in the college with a view to engender multifarious
interests in the advancement of women in Orissa (Quinquennial Report of Progress of Education in Orissa, 1942-47). This was an adequate sign of attraction of women for higher education and the popularity of women's education in Orissa.

No separate building was erected for this women's college. The women's college and the girls' high school functioned together under one roof in Chowdhury Bazar from 1917-1952.

Thus, this Women's College was the first milestone in the long route of advancement of women's education in Orissa. It stood erected as a solitary edifice for many a year laying the solid foundation of women's higher education.
5.2 DEVELOPMENT OF DEGREE COLLEGES EXCLUSIVELY FOR WOMEN IN ORISSA (1947 TO 1990)

India attained its independence in 1947 and adopted a democratic form of Government. In independent India re-organisation of political, social, economic and educational structure became imperative so as to cater to the growing needs of a free nation. Necessity of higher education was felt as highly qualified persons were required to provide leadership and guidance to the people of the newly independent country. Hence, attention of the Government as well as the people was focused on restructuring education specifically in technical and higher education.

From the administrative point of view, certain changes were adopted in Orissa. Before independence, Orissa had only six districts such as Cuttack, Puri, Balasore, Sambalpur, Ganjam, and Koraput excluding the twenty three princely states. On the 1st January 1948, these twenty three Garhjats (princely states) amalgamated into the province of orissa. Mayurbhanj was amalgamated into Orissa on the 1st January, 1949. After this integration, Orissa was divided into thirteen districts and fifty six sub-divisions.

In Orissa, there was only one Utkal University with thirteen colleges including one womens college affiliated to it. Those were:-

1. Balasore college, Balasore.
2. Khallikote college, Berhampur.
3. Maharaja's college, Paralakhemundi.
4. Narsingh choudhry college, Jajpur (Cuttack)
5. Orissa Medical College, Cuttack.
6. Puri college, Puri
7. Rajendra college, Bolangir.
8. Ravenshaw college, Cuttack.
9. Sambalpur college, Sambalpur.
10. Stewart Science College, Cuttack.
11. Training College, Cuttack.
13. Women's college, Cuttack (the only college for women)

In 1948 two more colleges, one at Bhadrak by a private body and another at Jeypore by the Government were established.

5.2.1 University Education Commission(1948) : After independence higher education got a fillip in India. For the study and development of various aspects of it a University commission was appointed under the Chairmanship of Dr. Radhakrishnan which submitted its report in August 1949. It took the study of comprehensive aspects of University education into its purview. It enunciated the aims and objectives of University education, laid stress on the democratic ideas of social justice being imparted to the modern youth to be true citizens of modern India. Moreover, the commission dealt with other aspects such as admission policy, curriculum, maintenance of high standards of teaching, evaluation, teacher education, status of teachers, progress of research, expansion of university, finance and discipline of the students. It recommended for the improvement of status of the colleges and universities and suggested English as the medium of instruction for higher learning along with the
replacement of English by an Indian language. It made suggestions for the introduction of national policy of education, for provision of scientific, technical and professional education with the anticipation that the products of the Universities would become successful and efficient nation builders with the new knowledge of advancement in economic, social, political and national fields of the country. In brief, this commission remarked that;

*Universities are the homes of intellectual adventure. These intellectual pioneers of civilization are to be found and trained on the Universities which are the sanctuaries of the inner life of the nation (PP 33-34).*

Among the several factors, responsible for the expansion and development of higher education after independence, the emphasis laid by this Commission 1948 on the advancement of women's education may be mentioned.

Ascertaining the importance of women's education in the context of development of national life the commission suggested that;

*Women should share with men the life, and thought and interests of the times. They are fitted to carry the same academic work as men with no less thoroughness and quality (p. 393).*

But higher education for women in Orissa was in its infancy till 1947. Primary education was confronted with problems particularly haunted with wastage and stagnation. The overall literacy among the females was not higher than 2% by 1947. In 1947-48, there was only one women's college, seven high schools, 192 primary schools exclusively meant for girls (Progress of Education Orissa 1947). As a result, most of the girls were confined to primary education and never went for higher education remarkably.
To reach the surface of educational and social status from the substratum of society, women had to traverse the long way of ages studded with problems, perils and prejudices. They had to cross the disgusting purdah system, child marriage, indifference of parents, financial stringency, child labour and many others alike. They could achieve university education surmounting the sheer illiteracy with the succour of social reformers, eminent educationists and prominent personalities of society. After independence women have been trying to save themselves from the ridicule and sarcasm of society of the past, to receive respect and to reach the sine quanon of social and national development of the present time. Therefore;

Now, 'if', wrote Mr. K. Natarajan, a person who died a hundred years ago came to life today, the first and most important change that would strike him is the revolution in the position of women (Mukharjee, 1969, P.240).

In 1950 India adopted a new constitution in which education became the main concern of the state.

During 1949-50 as per the report of progress of education in Orissa the number of colleges was raised to seventeen (with general and professional colleges) with an enrolment of 6,474 students and 376 teachers. Further, a new trend of re-naming some educational institutions after the names of some renowned personalities of the soil was accepted by the Government in 1950.

Hence, the names of Government colleges of Puri, Balasore and Sambalpur were converted to Samanta Chandra Sekhar College, Fakir Mohan College and Gangadhar Meher College respectively. The Maharaja's College, Paralakhemundi and Utkal Christian College, Cuttack
were also named as Maharaja Krishna chandra Gajapati college and christ college respectively.

For various developmental works of free India including education, a planning commission was set up to chalk out the five-years plans which came into operation from 1951-52. By this time higher education had a slow progress in Orissa.

It was felt that while the problems of higher education of the country had been surveyed by the university education commission the problems pertaining to secondary education had not been examined which is the basis of higher education.

5.2.2 Secondary Education Commission (1952): On September 23, 1952 the Government of India appointed the Secondary Education Commission (S.E.C) under the chairmanship of Dr. A. Lakhmana Swami Mudaliar, Vice-chancellor, Madras university to study comprehensively the problems pertaining to secondary education. It suggested the introduction of a new organizational pattern of structure into the secondary education stage altering the prevailing one. It recommended to include one year of the intermediate course (which consisted of two years) into secondary stage as higher secondary education and another year in the college as Pre-University course.

As a result, the first degree course in the university stage consisted of there years. (S.E.C 1953). As per its recommendation a "Board of Secondary Education" was established with its head office at cuttack, orissa, in order to prescribe the curriculum and syllabus for the secondary schools and for conducting the high school certificate examinations. It was excluded from the university with a view to enable the university
to enhance the qualitative academic improvements of the higher education.

Some new colleges were added raising the number of affiliated colleges of the university to nineteen with the total students' enrolment of 6,564. (Annual report Utkal university 1955) But there were no colleges in the districts of Kalahandi, Keonjhar, Phulbani and Sundargarh till 1956.

There was also no increase in the women's institutions other than the only women's college at Cuttack which continued in a private house. It was shifted to a building named "Madhu Smruti" (in the memory of Madhusudan Das) at Chandichhak (square), Cuttack, donated to Government by Miss Shailabala Das, the adopted daughter of Utkal Gaurav (the pride of Orissa) Madhusudan Das. The Government purchased another building from Miss Shailabala Das namely 'Madhu Mandir' (The temple of Madhu) at the cost of Rs. 60,000 and both the buildings together known as Shailabala Women's College from the year 1952 (Souvenir, Shailabala Women's college, 1990). In the year of 1959-60 Utkal university introduced one year pre-University, and three years degree courses of studies in Orissa. The pre-University examination was equivalent to the one year higher secondary examination in the state.

The first pre-University Examination was held in 1960 (Report of the progress of education in Orissa 1960).

The constitutional decision of India to implement free, compulsory education throughout the country caused the growth of a number of primary schools which in its trails raised the number of secondary schools and had an ultimate impact on the expansion of higher
educational institutions both by the Government and private sectors.

In Orissa the same trend was reflected, but inspite of all these, the number of women's college in Orissa continued to be only one.

The University Education Commission observed that;

Indian Universities for the most part are places of preparation for a men's world.
Little thought has been given to the education of women as women. Women must share the same programme as men or go without (P.393).

The Secondary Education Commission (1952) like the sergent Report did not include an exclusively traditional chapter for women, as it was felt that at the present age of the social evolution, there was no special justification to deal with women's Education separately. Every type of education opened to men should also be opened to women.

But it was felt that a wide gap existed between the education of men and women and the slow pace of progress of women's education was due to the failure of the Government to realize that education of women should be treated as major social problem and not merely as a part of the whole problem of education and that some vigorous and special measures have to be adopted in order to advance it.

During the second five year plan (1956-57 to 1960-61) the problem of the education of girls acquired a new significance. In a meeting held in July 1957, the educational panels of the planning commission, recommended that a suitable committe be appointed to study various aspects pertaining to the the nature of
education for girls at the elementary, secondary and adult stage and to evaluate the present system of education for them. ((Biswas and Agrawal 1971,))

This recommendation was put forth before the conference of the State Education Ministers in September, 1957 who endorsed to set up a special committee for the purpose.

5.2.3 The National Committee on Women's education, (1959):

The national Committee on Women's education was set up by the Government of India in the Ministry of Education with the presidentship of Smt. Durgabai Deshmmukh, chairman, Central Social-welfare Board to examine the whole question of women's education.

This committee recomended;

i) To regard the education of women as a major and special problem in education for a good many years to come and bold and determined measures should be adopted to free its difficulties and magnitude. Moreover, the existing gap between education of men and women should be bridged up in as short a period as possible. The funds required for this purpose should be given priority.

ii) To constitute a National Council for the Education of girls and women as early as possible

iii) To entrust more responsibility to centre for its rapid development reading its vitality and national significance.

iv) To establish State Councils by the State Governments for the education of girls and women.
v) To prepare comprehensive development plans for their education by every state.

vi) To seek the co-operation of all semi-official organisations, local bodies, voluntary organisations, teachers' organisations and members of the public to assist in its expansion.

vii) To set up a permanent machinery to estimate as accurately as possible the women-power requirements of the plans from time to time and make the result of it available to the Government and the Public.

In addition to this, the Committee envisaged that the services of the voluntary organisations should be suitably extended to all levels of women's education including middle, secondary, higher, social and vocational. It suggested a thorough revision of existing grant-in-aid codes of the states and recommended that there should be a substantial and significant difference in the rates of grant-in-aid as between girls' institutions and boys' institutions at all levels along with the easier conditions of aid for girls' institutions.

With the aforesaid recommendations the Committee remarked that the non-provision of the necessary funds became detrimental to the rapid expansion of women's education.

Consequently, the Government of India set up a National Council for Women's Education in 1959 as a special unit in the Ministry of Education to deal with the problem of girls' education which sponsored a number of schemes and provided large funds for the expansion of girls' education.
In Orissa Shailabla Women's College continued as the only seat of degree education exclusively for women till 1957-58. The enrolment of this college increased to 334 in 1957-58 as against 308 in the previous year. This was caused due to the expansion of the college. Previously the college was accommodated in the building named as 'Madhu Smruti', which was originally a residential building and was therefore quite inadequate for use as an educational institution. The Government had to expand it further by erecting a new block to meet the demand. A new hostel building was constructed providing accommodation for one hundred lady students completed in 1959-60. The staff of the college consisted of twenty lecturers including the lady Principal.

On the recommendations of the National Committee on Women's Education the State Government of Orissa took initiative for the promotion of female education. Consequently, after forty three years of the establishment of Shailabala Women's College, an Intermediate Women's College was opened at Berhampur in the district of Ganjam on the 7th July 1958 in the old building of the Government Secondary Training School. Fifty six women students were on the roll that year. There were six teachers including the lady Principal. A portion of the building within the college premises was used as hostel. The total amount spent for the college that year was Rs. 36,556 out of which R.32,882 was met out of the State Government's funds. (Progress of education, Orissa, 1960)

This effort encouraged the public to start institutions for women's higher education in Orissa.
As a matter of fact, in 1958-59, another Intermediate Arts College for women was started in the district of Sambalpur and was affiliated to the Utkal University as there was only one university for the whole of Orissa at that time. The college was under private control. There were sixteen students on roll during 1959-60. The teaching staff comprised five lecturers including the lady Principal. The total amount spent on the college during the year was Rs. 49,195 out of which only Rs. 15,740 was met out of the State Government's funds. (Progress of education, Orissa, 1960)

The Third-five year plan continued from 1961 to 1966. During this plan period, there was a high demand for higher education in Orissa. It was in the Third Five Year Plan document that education was recognised as an instrument of economic development (Raghavan, 1985). Hence there was demand for higher education.

During the session 1962-63, the office of University along with the teaching departments, functioning at Ravenshaw College, Cuttack, was shifted to a new campus located at Bubaneswar and was named as Vani Vihar (The abode of goddess of learning) the foundation stone of which was laid on 1st January 1958 by Dr. Rajendra Prasad, the first President of India. (Annual Report of Utkal University 1962). Dr. Servapali Radhakrishnan the then President of India, inaugurated the University building on the 2nd January, 1963 (Annual Report, Utkal University, of 1969).

To meet the high demand of higher education the state Government of Orissa decided to establish 'at least one college in each district'. Still there was
heavy demand for starting new colleges specially where there was no college. With a fear of qualitative degradation in the colleges the Government did not allow opening of new colleges. Instead, evening colleges and correspondence courses were provided to cater to the needs for expansion of higher education. The increasing demand of the people for further expansion of higher education could neither be suppressed nor suspended any longer. Consequently, the territorial jurisdiction of Utkal University expanded beyond its limitations. In order to facilitate the administrative activities establishment of more universities in the state was envisaged by the Government.

5.2.4 State University Committee (1963) : To study this matter, in 1963, a State University Committee was set up under the chairmanship of Dr. Pranakrushna Parija, the then Vice-Chancellor of Utkal University. The Committee favoured the issue with recommendation that more universities should be established with teaching-cum-affiliating facilities in them and a State Universities Board should be set up for co-ordinating university education in the state. (Report of State University Committee, 1963).

During this period special efforts were made by the Government to promote women's education. Various committees and commissions were appointed for this purpose. On May 10, 1961, the National Council for Women's Education suggested to set up a committee to examine comprehensively the problem of curricula for girls at all stages of education.

5.2.5 The committee on differentiation of curricula for boys and girls (1964) : This committee was formed
under the chairmanship of Smt. Hansa Meheta. It took major issues like sex differences, equality of women, co-education and differentiation of curricula for consideration.

The traditional view that the biological differences of sex was the sole cause of intellectual, psychological and physical differences between men and women was discussed in the committee.

The committee discarding all these views with regard to intellectual differences between the sexes, stated that women were in no way inferior to men. The differences in their academic and professional achievements were due to lack of adequate opportunities and impact of traditional cultural patterns. Similarly, to psychological differences between boys and girls, with regard there were no psychological characteristics which determine different psychological traits. Any difference exhibited, was due to social conditioning. Like-wise, physical differences between the two sexes play a minor role.

Therefore, the committee came to the conclusion that the new basis for social organisation must allow each individual irrespective of sex, the fullest freedom to develop his or her on native endowment without conformity to the pre-determined behaviour on the basis of sex. It also opined that, that was the only basis on which the democratic and socialistic pattern of society can be built which is contained in the constitution of India.

Pointing out the equality of women, the committee remarked that constitution has provided women de-jure equality. However, the women continued to encounter a
lot of social and economic hazards. If the society was to be re-organised on the new basis, women had to be provided with real and effective equality with men. In order to enable them to attain de facto equality with men and to usher them in the new social order, the measures recommended by the committee to be adopted were;

i) The existing gap between the education of boys and girls should be rapidly bridged up.

ii) The scientific findings about sex differences should be propagated among the public to educate them and to develop proper attitudes in each sex towards the other.

Taking into consideration the role of women in society the committee was of the opinion that the women were expected to share the social and economic responsibilities with men. In this regard the committee felt that;

In a progressive society of tommorrow, life should be a joint venture for men and women. Men should share the responsibility of parenthood and home making with women; and women in their turn should share the social and economic responsibilities of men. (Ch IV)

The committee discussed the controversy over the merits and possibilities of co-education and sex-exclusive institutions. Since separate institutions were considered to provide the only method of breaking down the prejudices against girls' education, the committee recommended that at the secondary and collegiate stages, the management and parents were at liberty either to evolve common institutions or to establish separate ones for girls. Steps should be taken to
appoint women teachers in educational institutions at all levels.

The National Committee on Women's Education pleaded for establishment of more girls' schools and colleges for which there was a considerable expansion in higher education. Consequently, in Orissa in 1962 another building was constructed opposite to Shailabala Women's College which served as the science block enabling and encouraging the authorities to introduce Pre-university science classes from the same year.

Apart from the argument given by the committee, certain other reasons were also advanced in support of discouraging the exclusive institutions for girls at the university stage. Their arguments were that though the women's colleges exhibit considerable dynamism in their over-all development and progress, they lack in justifying the need for professional improvement. On the contrary, the men and women teachers in co­educational institutions are relatively more keen in professional improvement. Moreover, though the provision for co-curricular activities for women in exclusively women's colleges is better than that of co-educational institutions, yet in fact, the atmosphere in women's colleges is definitely more autocratic and protective and fails to help an average student to face the challenges of future adult life's situations (Journal of Higher Education 1975). Sometimes also, the motive for starting women's colleges by private bodies does not hold good since the academic management is subordinated to other affairs causing great damage to the real cause.

Some critics favouring separate institutions for women argued that since women are victims too docility
and many inhibitions, special institutions for them with the presence of only women teachers and provision of differentiated curricular are required.

In connection with the differentiations of curricula the committee stated that there would be no question of differentiated curricula related to sex in a democratic and socialistic pattern of society, rather it should be based on individual capacities, aptitudes and interests. But within the transitional period before achieving that social new, order, this differentiation of curriculum may be accepted based on psychological difference and division of social function between men and women. But it would aim at inculcating the values and attitudes in men and women which are essential in the long run. This differentiation should be discouraged in future. For the present situation, according to the committee, a proper balance should be maintained between curricular and co-curricular programmes for which the teachers should be properly trained.

Prior to this, vigorous discussions had been made on this issue by University Education Commission (1948). It had fully supported women's education stating that immediate steps should be taken for its improvement. On the matter of women's education in -co-educational colleges, it had mentioned that there did not exist truly any co-educational colleges in our country. The amenities and opportunities provided in those colleges were mainly meant for men. The facilities for women in those colleges were either totally lacking or quite inadequate. Women had to just adjust in those colleges having no option. As regards the development of women's
education it recommended that educational opportunities should be extended for women. The programmes should be properly designed so as to prepare them as both citizens and women. They should be encouraged to study home economics and home management. Any new-co-educational college wanted to be established should have these ideas in the minds of the persons establishing them.

The decade from 1956-66 was the landmark in the evolutionm of women's education in India. Within this period committees, commissions, and conferences were conducted continuously for the cause of women's education.

In the post-independence period though education had received a quantitatively phenomenal development, yet despite of this expansion there existed a continuous gulf between thought and action in several sectors of crucial field of national activity.

5.2.6 Education Commission (1964-66) : An Education Commission was appointed by the Government of India under the Chairmanship of Prof. D.S. Kothari, Chairman, U.G.C, New Delhi. It proposed to have a comprehensive review of the entire educational system aiming at the development education at all stages and in all aspects. This Commission (1964-66) carefully examined the case of women's education and fully endorsed the recommendations of National Committee on Education of Women; the committee on Differentiation of curricula for boys and girls; the committee on public co-operation and felt the need for immense expansion of women's higher education. It discarded the prevailing idea that special attention need not be given to
higher education of women since adequate number of women were highly educated and sufficient to the need of society. Instead, it opined that there was dearth of educated women in taking up positions of directional and organisational responsibilities in various professions and occupations and therefore special measures for its expansion at the college and university stage were needed.

It cited a comparative figure of enrolment of women in which it was revealed that population of women students to the total enrolment in Indian universities was about thirteen percent in 1955-56, nearly seventeen percent in 1960-61 and approximately twentyone percent in 1965-66. Thus in one decade the percentage had increased from thirteen to twenty one. At that time, the proportion of women students to men students was 1:4 which neither was keeping pace with the changing needs of Indian society, nor with the needs of economic and social development. (Report of Education Commission,1966). Therefore, it emphasised to increase the enrolment of women students about to thirty three per cent in colleges and universities to meet requirement of educated women in different spheres. In order to achieve this purpose the commission suggested to install scholarships and financial assistance to women students in colleges and universities on a liberal scale and to make provision of suitable but economical hostel accommodation for women students with all required amenities on a large scale. Government of India as well as the State Governments had to provide liberal grants for this purpose. Both these programmes were particularly essential to encourage girls from rural areas to prosecute higher education.
Since, co-education was an issue of country wide controversy then, it warranted a place for discussion in each and every committee and commission. This commission opined that a uniform policy for co-education at college level cannot be proclaimed for all states. The local historical traditions and the general social background of a state would determine whether there should be mixed or exclusive colleges for women. Citing examples of different states of India on this matter, it expressed as to how Maharashtra preferred mixed colleges for their female education whereas Madras preferred exclusively women's colleges for the same and hence their numbers were much larger. It should, therefore, be decided by the states to set policy for co-education at collegiate state. (Education Commission 1966).

As a result all the existing intermediate women's colleges were upgraded to degree colleges to meet the needs of women. Four more general colleges (mixed) were opened as against the plan target of twelve (Report of Third Plan, Orissa, 1961-66).

But, it was noticed that there was lack of public support and co-operation particularly in rural areas for girls' education as a result of which the expansion had been staggering throughout the country. It arrested the attention of Union Education Minister. He made a suggestion to appoint a small committee to look into the short-falls in the enrolment of girls. This suggestion was endorsed by the National Council for Women's Education at its meeting held in April 1963.

5.2.7 Committee on Girls' Education and Public Co-operation (1965) : This Committee was formed with the Chairmanship of Sri M. Bhaktavatsalam, the then Chief
Minister of Madras. Smt. I.L. Sinha, Additional Director of Public Instruction (women's education), Orissa, was one of the eminent lady members of the committee. In 1965, this committee reviewed the state of girls' education in six backward states such as Jammu and Kashmir, Bihar, Rajasthan, Madhya Pradesh, Orissa and Uttar Pradesh. It also examined the general problems of girls' education as a whole in the country.

The committee proclaimed that the backwardness of these states with regard to girls' education was not due to the lack of administrative or organizational machinery but because of the paucity of resources. It approved the view of the Education Ministers as in 1963 that special programme for girls' education should be taken up as centrally sponsored schemes on the basis of hundred per cent grant outside the plan ceilings. Provision of central assistance was made for various development of primary and secondary stages of education. It was decided that the Government will give either hundred per cent central assistance or long-term central loan for the purpose. Moreover, the committee invited direct co-operation of the public for encouragement in different aspects of girls' education such as establishing private schools, helping in providing accommodation for teachers and students particularly in rural areas, creating public opinion in favour of women's teaching profession, paying respect to female teacher community, encouraging married women to take-up at least part-time teaching job in village schools or work as school mothers, initiating action through propaganda in order to dissolve traditional prejudices against female education (Report of Girls'
education and public co-operation Committee, 1965). The Committee's main thrusts were primary and secondary education which would subsequently encourage the promotion of higher education of women.

Owing to all these during this plan period there was a sudden rise in the institutions of higher education in Orissa as the mixed colleges increased from twenty five in 1960-61 to fifty five in 1965-66 and the women's colleges from four in 1960--61 to seven in 1965-66. The proportion of growth of mixed colleges as to the women's colleges was 10:1. In the year 1957-58 there were thirteen mixed and one women's college.

5.2.8 New Universities : On the 5th September, 1966, the Government of Orissa announced their intention to establish two more universities, one at Sambalpur and an other at Berhampur. (Dash, 1976). The Government of Orissa prepared a scheme of proposal for these two universities and sent to University Grants Commission and Government of India. Eventually, the proposal was approved by the Central Government and the U.G.C. On the 6th October, 1966 the Education Minister, Government of Orissa, declared about the size of the three universities. An amount of rupees five lakhs were sanctioned to each university by the Government at the initial stage. (Orissa Legislative Assembly Proceedings, 1966). The two new universities at Berhampur and Sambalpur were established with effect from 1.1.1967 and were of teaching-cum-affiliating pattern with main objectives of organising post-graduate teaching directly, developing research activities in humanities, natural
and medical sciences and technology. They were entitled to supervise and control the teaching activities in the under-graduate colleges (Third Educational Survey Orissa, 1979).

According to the new University Act, the jurisdiction of Utkal University was restricted to the districts of Cuttack, Puri, Balasore, Mayurbhanj, Keonjhar and Dhenkanal (excluding the Sub-Division of Athamalik) from 1.1.1967. (Annual Report of Utkal University 1967). On the 1st January 1967, the Sambalpur University was established and on 4th January, 1967 was formally inaugurated by Dr. A.N. Khosla, the then chancellor of the university in the premises of G.M. College, Sambalpur. The foundation stone of the university was laid by late Dr. Zakir Hussain, the President of India, just a few days before his sad demise, and it was named as Jyoti Bihar. (Dash, 1976). The district of Sambalpur, Sundergarh Bolangir, Kalahandi, Athamalik of Dhenkanal and Boudh sub-division. of Phulbani of the western Orissa region constituted the territorial jurisdiction of the Sambalpur University. (1st. Annual Report Sambalpur University 1967). By 1969 there were twenty seven colleges in Sambalpur University.

The Berhampur University was also established in 1967. It comprised within its jurisdiction the districts of Ganjam, Koraput and Phulbani excluding Boudh Sub-Division with eleven affiliated colleges at the beginning. In 1969, there were fifteen affiliated colleges. (Annual Report of Berhampur University 1969). The new campus was constructed and the university office was shifted from the rented house to its new
campus in November, 1971. This was named as Bhanja Vihar in commemoration of the great poet Kabi Samrat Upendra Bhanja (Report of Berhampur University 1973).

On the establishment of the universities people became enthusiastic for higher education. As per the decision of the Government 'at least one Government College in each district', the Non-Government mixed colleges in the districts of Kalahandi, Sundargarh, Dhenkanal and Keonjhar were undertaken by the Government.

Government also took the case of women's colleges into consideration and decided to take over the women's colleges from private management. Hence, the women's colleges at Bolangir, Balasore, Dhenkanal, Puri and Sambalpur, were taken over by the Government in addition to the Government-managed women's colleges at Cuttack, Berhampur and Bhubaneswar. (Dash, 1976)

5.2.9 National Policy of Education (1968) : Orissa adopted the recommendations and guidelines of the Indian Education Commission (1964-66) and the National Policy of Education (1968). According to these recommendations some changes occurred in the field of higher education of Orissa. Steps taken for academic improvement of universities were such as

(i) reform of examination system

(ii) revision of curricula

(iii) vocationalisation,

(iv) introduction of Semester system and advancement of post-graduate studies and research with the financial grant of U.G.C.
The physical and academic deficiencies of colleges were to be removed. For qualitative improvement of colleges, the libraries and laboratories were required to be well-equipped. Introduction of honours in different subjects and increase of seats in the existing colleges were needed. A sum of Rs. 152 lakhs was sanctioned for this purpose.

The programme of the fourth Plan period (1969-70 to 1973-74) was confined to consolidation and affluence of existing colleges. The opening of new colleges was not supported by the Government in order to stem the wastage of seats and deterioration of standards of education. But inspite of this restriction, the committee recommended the establishment of exclusively women's colleges for expansion of higher education for girls at places where it was felt necessary. The main aim was to enrol more girls at different stages of education.

Needless to say that most of the colleges of Orissa were established in urban areas. Some conscious people demanded opening new colleges in rural areas. 5.2.10 Committee on Rural Higher Education (1969): This committee was set-up to examine this problem. It recommended that after consolidation of the existing rural institutes and with sufficient financial allocation the establishment of new colleges were to be allowed on condition that sufficient number of enrolment would be available for the same. The places would be given priority where there were no such institutions (Aggarwal, 1984). But this did not encourage the people to establish women's colleges in the rural areas.
In the year 1969-70 the number of colleges came to seventy seven (Mixed sixty-nine and Women eight). According to the census of 1971 among the states and union territories of India, Orissa possessed the 23rd position with respect to women's literacy. (Figure shown in Appendix No. E). It indirectly revealed that unless more and more percentage of women got higher education, young girls at school level could not be sufficiently inspired to take up education in order to raise the percentage of literacy among women. Hence, it was felt imperative to make more and more provision to encourage women mass for higher education for ultimate higher percentage of literacy among women folk.

There were three Annual Plan Periods from 1971-1974 and in the year 1973-74, the number of colleges was found to be eighty five (Mixed seventy seven and women eight) with no increase in the number of colleges for women. (Annual Administrative Report, 1962-77)

The progress of women's education did not cater to the needs of changing social and economic condition of the country. Various new problems emerged relating to the advancement of women which the protagonists could not possibly encounter. Women were not conscious about their status in the society, nor aware of their rights in a democratic country. This became an acute problem. It was realised that if half or more than half of the men power of a society was paralysed, the society could not but collapse. Therefore, the Government of India felt the necessity to study comprehensively all the questions pertaining to the rights and status
of women in the country in order to provide useful guidelines for the formation of social policies including their education.

5.2.11 Committee on the status of women 1974: For this purpose, the Government of India, Ministry of Education and Social Welfare, appointed a Committee on 22nd September, 1971, under the Chairmanship of Dr. (Smt.) Phulrenu Guha. In December 1974, the committee submitted its report termed as "Towards Equality".

The Committee had to assess the impact of the constitutional, legal and administrative provision during the last two decades on the social status of women, their education and employment, living in the country and particularly in rural sector. It had to determine the factors responsible for slow progress in some areas and to suggest remedial measures. It proposed to survey the problems of working women as to their discrimination in employment and remuneration, status of women as house-wives and mothers, their problems to pursue further education and employment, to study the implications of the population policies and family planning programmes on the status of women as well as to suggest effective measures which would enable the women to play suitable role in building the nation.

As regards the higher education of women, the Committee recommended that more employment opportunities, particularly of a part-time nature should be provided inorder to enable women to participate in number of productive activities. Employment information should be disseminated, guidance service should be provided
to them to enter into higher education so that they would be able to obtain job satisfaction in the occupation acquired by them.

A common trend prevailing in the society during the period, was that, the amount of expenditure incurred on the higher education for women was misused since many of the educated women got married and did not get nor avail themselves of scope to utilise the knowledge and skill acquired by them. Hence, the opportunity for their higher education should be curtailed (Committee on the status of women 1974).

But this idea was not justified. Because, the economic dependence of women is responsible for such a state of affairs and any curtailment to women's higher education would defeat the very purpose of women education. Women should not be regarded as economic liabilities, rather should be looked upon as assets and socially productive. The more they become economically dependent, the more will the dowry system be discouraged in the society. An educated house-wife also can be useful as she can shoulder some social obligation. She can serve the nation by producing good citizen at home. Higher education is supposed to broaden minds and raise the level of aspiration. Therefore, the opportunity for women's higher education, should not be curtailed; rather their knowledge and skill be utilised for the benefit of society and for nation-building as well.

The fifth Five year Plan continued from 1975-79. Table 4 will reveal the number of colleges for general
education in 1975-76 (excluding the teachers' training colleges along with their enrolment).

**TABLE 4**

**Number of Colleges in Orissa and their Enrolments in 1975-76 (District Wise).**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Districts</th>
<th>No. of Colleges for general education.</th>
<th>Enrolment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Govt.</td>
<td>Non-Govt.</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>Balasore</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Bolangir</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Cuttack</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Dhenkanal</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Ganjam</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Kalahandi</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Keonjhar</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Koraput</td>
<td>2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Mayurbanj</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Phulbani</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Puri</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Sambalpur</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Sundargarh</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>9</td>
<td>51</td>
</tr>
</tbody>
</table>

Source- A few facts in Orissa (1975-76).

Table 4 revealed that the districts of Kalahandi and Phulbani were quite backward in the progress of higher education in general and the progress of women's education in particular. There was not a single women's college in four districts such as Kalahandi, Keonjhar, Koraput and Phulbani even after thirty years of independence. In the district of Sundargarh there was only one Non-Government women's college. The enrolment of women in the mixed colleges of Bolangir, Keonjhar Kalahandi and Phulbani was not upto mark. There were
nine Government women's colleges and one Non-Government women's college in the State. The enrolment ratio of girls to boys was 1:6 approximately.

### TABLE 5

<p>| Stagewise Classification of Students at Degree Stage in 1975-76 |
|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Stages</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.A</td>
<td>15,031</td>
<td>3,085</td>
<td>18,116</td>
</tr>
<tr>
<td>2</td>
<td>B.Sc.</td>
<td>5,644</td>
<td>1,147</td>
<td>6,791</td>
</tr>
<tr>
<td>3</td>
<td>B.Com.</td>
<td>2,572</td>
<td>13</td>
<td>2,585</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59,875</td>
<td>10,825</td>
<td>70,700</td>
</tr>
</tbody>
</table>

The Table 5 enumerates that the number of girls at the degree stage of education was not satisfactory. Only thirteen girl-students of the total women population of Orissa were enrolled in the B.Com classes. Moreover, the total enrolment of girls in colleges was much less in comparison to the total enrolment of boys in the college.

The proportion of girls and boys both at the B.A and B.Sc stage was 1:5 approximately whereas the proportion of girls and boys in B.Com was as high as 1:198 approximately.

During the fifth five-year plan the Government wanted to check the quantitative expansion of higher education as before. In order to enhance the qualitative up-gradation of higher education, various measures were taken as reservation of seats for weaker sections, providing facilities through evening colleges, correspondence course and self study facilities to obtain university degrees and diplomas as private
candidates, launching of advanced study centres, science service centres and developing computer facilities to enrich the post-graduate education and research work. Programmes of faculty development such as summer institutes, seminars and orientation courses were sponsored. Curricular reform, job-oriented courses, along with students counselling and guidance, examination reform according to the guidelines given by Central Advisory Board of Education (C.A.B.E) and U.G.C were proposed to introduce. In addition to these, the Government adopted some new schemes such as grant-in-aid to non-Government colleges, qualitative improvement of education, scholarships and grants to universities. Grants provided to non-government colleges on different heads were;

(a) General improvement of Colleges,
(b) Grants for job oriented courses in selected colleges.
(c) Additional recurring grants,
(d) Matching contribution towards U.G.C assisted projects.

For qualitative improvement of Government colleges provisions of apparatus, equipment and library were made.

Inspite of all these efforts, the expansion of higher education in Orissa was lagging behind in every aspect in comparison to the higher education of India.

During this plan period another women's college at sundargarh was opened in addition to the one Non-Government women's college that was there before. The Government provided incentives for improvement of female
education like the general permission to women to appear in the university examinations as private candidates and special reservation for women in recruitment of teachers.

In 1977-78 there were 92 colleges in total (eighty two mixed and ten women's colleges) with the enrolment of 56031 boys and 14112 girls students. The number of women's colleges was one only in 1947-48 to eleven in 1977-78.

The Fifth Plan policy could not be successful as per expectation. The financial stringency due to a large share of the resources spent for the split half work of earlier period, inadequacy of academic and physical facilities continued to exist as before, the curtailment of new colleges causing vast increase in the rate of enrolment in the existing colleges, facility of part-time education and job oriented courses became impediment in the anticipated success of the period. This condition of Orissa was realised by the Government. In order to improve upon this condition in the field of higher education, a committee was formed.

5.2.12 Establishment of New Colleges in Orissa (1979):
This was set up under the Chairmanship of Prof. BamaCharan Das, Retired Director of Public Institutions of Orissa. This Committee recommended that for the development of higher education the facts required to be taken into consideration were:

i) the out-turn of matriculates should be increased,

ii) immense facilities for colligate education should be provided,
iii) confidence should be grown among the students for wage-employment and self-employment possibilities after completion of the courses of study.

According to this committee the thirteen districts of Orissa were categorised into five groups according to the percentage of enrolment in higher education vis-a-vis the population in the age group of 17-22 of the year 1977-78 as:

Group - I - 3.3 percent and above - Cuttack, Puri, Balasore.

Group - II - 2.6 percent to less than 3.3 - Sundargarh, Sambalpur.

Group - III - 2 percent to less than 2.6 percent - Ganjam, Dhenkanal and Mayurbhanj.

Group - IV - 1(One) percent to less than two percent - Keonjhar and Balangir.

Group - V - Less than 1(One) percent - Koraput, Kalahandi and Phulbani.

This categorisation of districts illustrated the poor expansion of higher education in Orissa. Seven districts out of thirteen remained within one percent to less than 33%. Three districts remained under less than one percent.

From the position of general education in Orissa, the position of women which lagged much behind the development of general education of boys can easily be envisaged. The total percentage of enrolment in Orissa was 2.61% while the All-India percentage was 4.9%.

The principal causes for this disparity were the inadequate facilities for collegiate education, the irrational location of colleges for which the students
did not get opportunity for admission in a college. Therefore, establishment of more colleges were demanded by the people. In this context, in 1968-69, a special team of U.G.C after an exhaustive visit to the colleges warned to check the mushroom growth of sub-standard colleges and instead, suggested to give priority to the removal of the deficiencies of the existing colleges before further expansion.

The private sectors enthusiasm got a boost when subsequently the committee on establishment of new colleges in Orissa 1979 recommended that there should be atleast one women's college in each district with special consideration for establishment of colleges near boarder areas, of the State.

The Government also reduced the amount of money to be deposited for opening a college, from Rupees five lakhs to Rupees one lakh only in 1977-78. Owing to this, there was a sudden rise in the number of general colleges in Orissa during 1978-79, which became 106 including thirty eight Government colleges and sixty eight Non-Government colleges with eleven women's colleges towards the end of Fifth Five Year Plan.

In the Sixth Five Year Plan ((1980-85) the Ministry of Education and the Planning Commission enunciated the policy frame for higher education. The U.G.C. also outlined its policy frame for development of higher education in India. Taking into consideration the policy frame of the National Policy of Education and U.G.C., the State Government drafted the Sixth Plan-Policy in respect of general higher education as;

(i) To make the higher education socially relevant, productive, employment-oriented and growth promoting.
(ii) to introduce work-based or vocational education.

(iii) to give priority to qualitative improvement by consolidating and strengthening the existing institutions, promoting teacher competencies and improving the content of education.

(iv) to provide adequate facilities for Non-formal education (Committee on New colleges of Orissa, 1979).

The Sixth Plan period served as a milestone in the way of development of women's education. During this period the restriction for establishment of new colleges was relaxed specially for backward areas. The Government encouraged the establishment of exclusively women's colleges with the introduction of science subjects in the existing Arts colleges.

The Committee on Establishment of New Colleges in Orissa laid immense stress on Women's higher education. There were Government Women's Colleges in nine districts of Orissa. The Committee desired that there should be at least one Government Women's College in each of these remaining four districts. The Government extended their cordial support to the extent that in case the Government could not take the whole financial burden, the local contribution would be augmented by the financial assistance of the Government in opening of new women's colleges during the Sixth Plan period. This should not be considered as normal procedure but there was the instance that the Government had helped to start Rourkela Science College in this manner (Committee on New colleges, 1979). This acted as a stimulation to the supporters of female education. In 1979-80 women's colleges were established in the

As per the Committee's view the inter-district disparity in enrolment in colleges illustrated previously was due to many reasons. Therefore, the merit and ability of the students should not be solely judged from their performance in the H.S.C. Examination. In this context the Committee remarked that it would not be fair to use a single yard stick for selecting all the students for admission into a college. Specially it would be very unsound for most of the under developed places of Orissa. According to this remark, the criteria for admission was relaxed for such areas and was made suitable for them in order to collect students for facilitating the establishment of colleges at each place.

The Government became very assertive, active and enthusiastic for the promotion of women's education and therefore decided to open at least one women's college in every district headquarters by the end of the Sixth Plan provided sufficient number of students would be available for the same.

The districts of Kalahandi and Phulabani were very backward in respect of higher eduction in general and women's education in particular. Though there were four mixed colleges in Kalahandi and three mixed colleges at Phulabani by the end of 1980-81, there were no women's colleges at all in those two districts upto that year. However, Government took much initiative even to start women's colleges at the sub-divisional headquarters under their own patronage incase the
people of those places were under-developed and economically backward but could provide students in that age group at the initial stage. The Government encouraged people to make effort to start private aided women's colleges in the district headquarters if there did not exist any college. Further, the Government reduced the number of students required initially to start a new college from eighty to sixty four and reassured people to augment the initial expenses if they failed to do so in order to facilitate the establishment of a college there (Committee on New colleges, 1979). At last, after ample initiation, encouragement and effort, two women's colleges were established in the districts of Kalahandi and Phulbani in the year 1981-82 for the promotion of higher education for females.

The Fourth Educational Survey of Orissa (FESO) conducted by D.P.I. in 1982 supported and viewed that though the linear expansion of colleges had been curtailed in the national plan, in the context of relative backwardness in field of higher education, Orissa should not be checked in achieving enrolment (FESO, 1982). Hence, it was evident that Orissa had to cover much ground in the sphere of higher education during the sixth plan period. To obtain a parallel position with other advanced states and over and above the all India level, it required some planned facilities. Owing to these considerations, the collegiate education of Orissa achieved a great rise as a result of which the total number of colleges became 215 in 1981-82 including 190 mixed and twenty five women's colleges.

But it was surprising to notice that Orissa had not improved its position much among other states and
union territories of India with respect to women's literacy in India. It had secured the 23rd place in 1971 census with 13.9% of women's literacy whereas it secured 21st place in 1981 census inspite of its increase in literacy to 21.12%. (Figure shown in Appendix No. E)

The National Policy envisaged to tighten the expansion of higher education by strictly enforcing the conditions of affiliation of new colleges in order to make them need-based and viable unity. According to it, facilities for part-time education, correspondence course for self study, appearing as private candidates in the universities were to be provided to check the unnecessary development of enrolment in the colleges. The rule of recruitment for employment was to be modified to check rush for colleges. As higher education had been considered to be the sine-qua-non of social mobility and high status, and specially when the unprivileged section of the society had aspired to acquire it, it was not easy to take such steps for curtailment. Therefore, in the Sixth Plan the basic consideration was made to provide admission to all students of adjudged merit. But though the expansion of general education had been restricted, yet facilities were to be provided to establish new colleges for deserving backward areas particularly for girls and to other areas also with sufficient reasons for expansion. Consequently a women's college was established at Charichhak, in the rural area of Puri district in 1982.

During the Sixth Plan Period in the year 1983, a crucial change occurred in the pattern of higher education in Orissa. As per the recommendation of the

5.2.13 Plus Three(+3) Degree Course in Colleges

The Government decided to introduce the +3 course in college from the academic session 1985. A meeting was held on the 3rd July 1984 in the chamber of minister, Orissa with Vice-Chancellors of universities of the states on the issue. The additional work-load, the additional staff both teaching and non-teaching, the library facilities, the laboratory equipments as well as the additional funds required for the implementation of this course were estimated in the meeting (Letter from Dy. Secretary to Govt. of Orissa to all Vice-Chancellors of the Universities of the State). Revised curriculum for this course was finalised by the universities. Steps were taken to strengthen the faculties in different colleges facilitating introduction of +3 degree course (Report of Education and Youth service depatt. Orissa, 1985). Accordingly, degree colleges introduced +3 degree course with pass and honours subjects from the academic session 1985-86 along with the traditional degree course in Arts, Science and Commerce for students who passed intermediate examination in 1985. The intermediate colleges were curtailed from the permission for university affiliation with effect from the session 1985-86 and thus were transferred to the purview of the Council of Higher Secondary Education, Orissa, for their academic control, preparation of syllabus and the examinations. The new +3 courses in Arts, Science and Commerce continued with the traditional B.A. degree course. In the colleges of Orissa physical deficiencies continued to exist as before. More workload was added to it due to the introduction of the +3 degree
courses, for which the physical conditions and the academic activities of the colleges became cramping. Moreover, proper justice could not be given to vocational courses as it could not be included in the new courses and as such the traditional type of teaching dominated the collegiate activities. Consequently, the introduction of +3 courses could not add any change to the courses of studies and the standard of education could not improve.

The numbers of women's colleges introduced the +3 degree courses of the three universities in 1985-86 were shown in Table 6

TABLE 6

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Universities</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Utkal University</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Sambalpur University</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Berhampur University</td>
<td>2</td>
</tr>
</tbody>
</table>

Source D.H.E., Orissa

In the Sixth Plan period in spite of Government's restriction, the field of higher education expanded. +3 courses were introduced in the colleges. The deficiencies in academic and physical facilities continued to exist as before.

But in spite of this, the number of women's colleges went on increasing. As a result, by the end of Sixth Plan period there were 313 colleges in Orissa out of which thirty eight (38) were women's colleges and the rest 275 were mixed colleges.
In the Seventh Plan (1985-90) the main emphasis was to be laid on consolidation of existing facilities, removal of basic infrastructure deficiencies and deficiencies in libraries, laboratories etc. Qualitative improvement rather than quantitative expansion with consideration of lateral expansion in educationally backward areas was to be aimed at in this plan period. An imbalance was marked in the faculties of general stream of education. During the last decade a large number of new private colleges had emerged which made provision for teaching facilities in Arts. Very few colleges had offered opportunities for Science teaching and Commerce. Since there was rapid technological advancement all round, the demand for Science graduates increased enormously. Therefore, during this plan period introduction of science faculty at +2 and +3 stages and the increase in the intake capacities of science in the existing colleges were proposed.

As a measure to procure qualitative improvement in higher education during the seventh plan period, it was proposed to build up two model degree colleges at the headquarters of each district one of which would be a women's college. These two model colleges would have facilities for honours teaching in all subjects of the three faculties, Arts, Science and Commerce along with the provision for residential facilities, libraries, laboratories, games and co-curricular activities (Seventh Plan 85-90).

The Seventh Plan also set some long-term objectivities of development programmes for women as to raise their economic and social status in order to bring them into main stream of national development. It suggested to accord due recognition to the role and contribution of women in the various socio-economic,
political and cultural activities. It was intended to encourage the talented girls all over the country to pursue higher education, and for this, open learning system including correspondence courses for women were to be provided (Women's Education in India, 1992).

5.2.14 The National Policy on Education (NPE)1986: This policy was a landmark in the approach to education. Over-riding importance was assigned to women's education in this and it attempted for the first time to consider the basic issues of women's equality. The Policy stated that:

> Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, intervening role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development (P.10).

The Seventh Plan Policy also laid immense stress on co-curricular activities like sports, N.C.C, N.S.S, Scouts, guides and other youth activities. (Activities of Education and Youth Services Deptt., 1990-91. It was proposed to develop autonomous colleges in large numbers to facilitate affiliating system (N.P.E. 1986). As a result, three co-education colleges were given autonomous states. No women's college was declared as autonomous.

5.2.15 The National Perspective Plan for Women(1988-2000 A.D.): It was prepared by a group of fourteen
members headed by Mrs. Margarate Alva, the then Minister of State for Women, Youth Affairs and Sports which had intensively studied the problem of women and suggested to give priority and greater attention to women's education.

Twenty two general colleges were upgraded to Lead Colleges among which Shailabala Women's College was the only one women's college to attain such status.

The Seventh Plan Period from educational point of view was encompassed with a large number of shortcomings. In view of introduction of +2 and +3 courses, well-equipped libraries were urgently required, which were far from satisfactory, in most of the colleges due to want of funds. Science could not be introduced in most of the women's colleges. With the introduction of +2 and +3 courses there were five classes in a degree college. The laboratory facilities for these classes were inadequate in the colleges having science faculties. In the year 1985-86 students were admitted in the first year of the new +3 year degree course. The two classes of the existing degree course had to continue for two years. Therefore, facilities had to be created for students of one extra class in degree colleges from the beginning of the seventh Plan Period. Hence, the infrastructure deficiencies existing earlier continued to be acute. Owing to financial stringency, it was also not possible to build up two model colleges proposed in the Seventh Plan. On the whole the development of higher education in the Seventh Plan period could not be upto the mark as per expectation and became liable to many short-comings and shortages in general and to women's education in particular.
By the end of Seventh-Five Year plan there were 405 mixed and fifty four women's colleges in the State (Appendix F).

**TABLE 7**

<table>
<thead>
<tr>
<th>Year</th>
<th>No of colleges (including +2 colleges)</th>
<th>Men</th>
<th>Women</th>
<th>% Total</th>
<th>% of 6 to 5</th>
<th>% of 6 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978-79</td>
<td>95 11 106 72411 15651 21.6 88062 17.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1979-80</td>
<td>123 15 138 82307 17100 20.7 99407 17.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980-81</td>
<td>171 17 188 95673 23340 24.3 119013 19.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981-82</td>
<td>190 25 215 102948 26335 25.5 129283 20.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1982-83</td>
<td>224 28 252 116261 30741 26.4 147002 20.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983-84</td>
<td>263 37 300 119529 32591 27.2 152120 21.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1984-85</td>
<td>275 38 313 127898 36482 28.5 164380 22.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985-86</td>
<td>284 40 324 144103 42042 29.2 186145 22.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986-87</td>
<td>305 40 345 159553 48334 30.2 207887 23.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987-88</td>
<td>367 49 416 194237 56432 29.1 250669 22.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988-89</td>
<td>383 50 433 (P)200250 60662 30.2 260912 23.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td>405 54 459 (P)202460 61252 30.2 263712 23.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Education Orissa 1988-89 & Statistics Cell DHE

It is revealed that though the number of women's colleges increased from eleven in 1978-79 to fifty four in 1989-90, it was much less in comparison to the growth of mixed colleges which was 405 in 1989-90.

Moreover though the expansion of women education seems faster it had reached 30.2% by the end Seventh-Five-Year Plan. But as far as the total enrolment was considered it was only 23.2% against that of the boys. Nearly half a century after the independence of India, the higher education of women in Orissa had not obtained 50% enrolment in comparison to boys till 1989-90.
### TABLE 8

**Diareict-wise General Colleges (Women)**  
in the State from 1978-90

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Balesore</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Bolangir</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Cuttack</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
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<td>40</td>
<td>49</td>
<td>50</td>
<td>50</td>
<td>54</td>
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</tbody>
</table>

*Source: Education in Orissa 1988-89, DEE Orissa, P.72*  
*and Statistics Cell, D.H.E. Orissa, 1989-90*
It is revealed from Table 8 there were sudden growth in the development of women's colleges in the years of 1981-82, 1983-84, 1987-88 as they were increased from the previous years by 8, 9 and 9 respectively.

Hence it is distinct that the growth of women's colleges during the Sixth Plan Period 1980-85 (was more than that of the seventh plan period (1985-90).

5.2.16 Committee for review of National Policy of Education 1990 : A committee appointed in 1990 headed by Rammurti as Chairman for review of the National Policy of Education (1986) had stressed the access of women to education, their vocational education, training of teachers, research as development of women studies, representation of women in educational hierarchy, empowerment of women etc. Inorder to achieve these goals minimum degree education is mostly required for women. (Review of National policy 1990). The number of women's degree colleges and the mixed degree colleges were thirty five(35) and 232 respectively in 1990.

### TABLE 9

District-wise Women's Degree Colleges in Orissa 1989-90

<table>
<thead>
<tr>
<th>S.L. No.</th>
<th>Name of Districts</th>
<th>No. of Government colleges</th>
<th>No. of Non-Government colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Balasore</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Bolangir</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Cuttack</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Dhenkanal</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Ganjam</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Kalahandi</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Keonjhar</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Koraput</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Mayurbhanj</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Phulbani</td>
<td>1</td>
<td>-</td>
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</tr>
<tr>
<td>11.</td>
<td>Puri</td>
<td>2</td>
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<td>7</td>
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<tr>
<td>12.</td>
<td>Sambalpur</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Sundargarh</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>20</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
It is revealed from Table 9 that the districts of Puri and Sundargarh each had two Government women's colleges. Majority five of Non-Government women's colleges were found in Puri district. At the Cuttack district there were three Non-Government women's colleges. The districts like Bolangir, Kalahandi and Phulbani did not have any Non-Government women's colleges.

It is also distinct from Table 9 that the people of Puri district were very conscious regarding women's degree education whereas the districts like Bolangir, Kalahandi, and Phulbani were lagging behind with this respect.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>+3 Arts</th>
<th>+3 Sc.</th>
<th>+3 Com.</th>
<th>+3 Arts</th>
<th>+3 Sc.</th>
<th>+3 Com.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1988</td>
<td>35154</td>
<td>12038</td>
<td>9259</td>
<td>42737</td>
<td>14611</td>
<td>11154</td>
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<td></td>
<td>10213</td>
<td>3009</td>
<td>487</td>
<td>12054</td>
<td>3652</td>
<td>587</td>
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<tr>
<td>3.</td>
<td></td>
<td>7353</td>
<td>776</td>
<td>Nil</td>
<td>8755</td>
<td>942</td>
<td>Nil</td>
</tr>
<tr>
<td>4.</td>
<td>1989</td>
<td>14464</td>
<td>10506</td>
<td>1032</td>
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<tr>
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<td>15999</td>
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</tr>
<tr>
<td>6.</td>
<td></td>
<td>13085</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Source: Statistics Cell DHE Orissa.

Table 10 highlights that majority of women student study in the women's colleges of Orissa at the degree stages of Arts, Science and Commerce.

But it is distinct that no women's students are found in +3 commerce classes.

Orissa had acquired 34.40% of women's literacy in 1991. But it was quite alarming to know that though
the rate of literacy had been raised still its position with respect to women's literacy among thirtyone states and union territories of India had been degraded to 24th place inspite of enormous expansion of women's education (Figure shown in Appendix No. E). It had secured 23rd and 21st place in India in 1971 and 1981 census respectively. Hence, it became quite clear that extensive expansion of women's education at all levels was urgently required for Orissa to achieve desired position.

Now, though women's education is not a matter of contradiction, people have become conscious of the education of their daughters and Government have taken steps for the development of their education, yet, there exists a great gap between their education and that of the boys.

Therefore, a lot of measures have to be adopted by the Government and the public. Many matters are to be taken into consideration for development of their education. If it would not be expected to be higher than the education of the boys, sincere efforts should be made to make it atleast at par with the boys' higher education very soon.