"In every life, a part is governed by the community and a part by private initiative. The part played by private initiative is the greatest in most important individuals, such as men of genius and creative thinkers. This part ought only be restricted when it is predatory; otherwise everything ought to be done to make it as great as vigorous as possible. The object of education ought to not to be to make all men think alike, but to make each think in the way which is the fullest expression of his own personality".

The Latin roots "e" (out of) and "duco" (to lead out or to draw out) intend to draw out in a certain process the best of an individual. The drawing out process culminates in the development of personality and the process is known as education. Every scheme of education must be examined from the viewpoint of this process of drawing out the best out of the individual and to enable him to develop his personality. Gandhiji wrote, "By education I mean an all-round drawing out of the best in the child and in the man: body, mind, spirit". If this objective of education is not met, education has no value. Gandhiji wrote, "I would prefer temporary chaos in higher education than criminal waste that is daily accumulating".

Education is the process in which the best in the individual is brought out and the individual's personality is

1) Bertrand Russell : Political Ideals, P.74.
2) R.N. Vyas, "Education and Human Society", P.47.
allowed to develop fully. "It has been described as the harmonious development of the physical, intellectual, moral, aesthetic, spiritual and other faculties that are latent in man". Any scheme of education must conform to this standard, failing which it is liable to be rejected.

Viewed from this angle, education has two facets, formal and informal. Wherever we take 'education' into account we take formal or institutional part into account and the informal part is never lost sight of. Normally a society insists upon packed, prepared, institutionalised education for youngsters for some years and provides for informal and uninstitutionalised social education for all including adults. Hence, along with the formal institutionalised education in the classrooms, the young men and women constantly and regularly acquire informal education consciously and unconsciously for years together from the parents, other elderly members of the family, from the social milieu, teachers, friends and persons they come across. A teacher, whom a student meets at the maximum for twenty-five hours every week does not create much impact as compared to the image of the teacher that remains in his subconscious mind for twenty-four hours a day. A teacher speaking emphatically for hours on the injurious effects of tobacco smoking creates no impression if he is found by the same students smoking outside the classroom after he delivers the lecture. In such a circumstance, his lecture not only fails to create

an impact, but also contributes to damaging his own reputation, and credibility.

The volume of informal education received from the society and from outside the classroom is much more and much stronger than the impact created by a teacher or some teachers on formal teaching assignments for twenty to twenty-five hours a week. Hence, for good education social milieu family environment, conduct of parents representing informal sector of education are equally responsible (if not more) than the teachers and the institutionalised sector of education. The ancient ideal of 'Gurukula' in India was the symbol of institutionalised informal education for development of personality. This education was 'work-based', the educator was a participant-Inspector, impartial as he was not emotionally attached to the student but was morally responsible for his well-being. In the middle ages in India, when institutionalised education was introduced, the informal sector was preserved and a special milieu was created in the residential Universities of Nalanda and Taxila. It is to be examined and found out if Plato's Academy and Aristotle's Lyceum had such environmental importance.

The formal part of the education has three components. (1) Teacher and his personality, (2) the curriculum, (3) the institutionalised teaching. The first component depends upon how the society views the teachers or how the society

6) Bertrand Russell, Political Ideals", P.74.
treats them. Better service conditions and treatment will bring better people. In Orissa particularly since the treatment is very bad, no better stuff could have been available. It is surprising that despite all the vagaries towards teachers by the society, some good people still continue to be sincere and devoted teachers. The teacher should have a developed personality and he must maintain it. It is the duty of the society to see that the dignity, honour and image of the teacher are properly protected, not in the interest of teacher only, but in the interest of education at large. A chaprasi of a block or a

7) Radhakrishnan writes, "The kind of education that we provide for our youth is determined overwhelmingly by the kind of men and women we secure as teachers. Every attempt should be made to draw a good proportion of the best ability in the country into the teaching profession".

Occasional specters and writings, P.67.

Jawaharlal Nehru pleaded to provide better service conditions and emoluments to get better people in the teaching profession, (Speeches Vol.V, P.149).

8) The teachers of primary schools are placed slightly above beggars. It becomes still more beggar-like and humiliating when they collect funds for teachers' welfare and make all arrangements for his own 'Puja'; and submit a report to that effect. He is made to propound a theory that he occupies a very useful and honourable position in the society, despite his conviction that his position is at top from the bottom.

9) S.Radhakrishnan, "Occasional speeches and writings", quoted above, P.63.
Clerk of the block office controlling an elementary school teacher or High School Head Master respectively, assume the role of super educators, and in that case the society should expect just proportionate return and not more from the concerned school-teacher. Similarly, at the time of recruitment, actual qualification should be taken into account and not the paper qualification.

The ideas that anybody can be a teacher and even somebody who is not suitable for anything else can also be a teacher are incorrect. If functionally education is considered to be important, it is to be admitted that it requires special skill for performance. In that case it is also to be recognised that limited individuals possess the talent for the purpose. Such a talented person should be willing to spare his talent, and for that purpose proper compensation is to be paid. The talent available should be converted to skill by training. The training is a two-way method. It must be training in administration of education and it must also impart training in management of

Humayun Kabir, "Education in New India", P.152-154.

12) Ibid, P.53.
13) Ibid, P.53.
educational structures and system.

Appointment of suitable persons as teachers, provision for necessary training to develop skill, and social guarantee of their status and position are not sufficient unless the top men are good. Idealism must percolate from the top. If against the top-man primafacie allegations of commission of crimes like forgery, favouritism, misappropriation, corruption and administrative impropriety etc. are established and he goes scot free, the whole system is bound to be vitiated. The educational administrator is also a bureaucrat and for his lapses, he should be treated in accordance with the normal law of the land.

The second facet of formal and institutionalised education is the curriculum. This curriculum must be synchronised with the political culture, Social milieu and the supreme law of the land on one hand, and the basic objective of the education on the other. The Education Commission wanted\textsuperscript{14} education to help in promoting self-sufficiency in food, to be an instrument of economic growth, to promote social and national integration and political development. The Commission observed that education does not reflect the importance of agriculture, and not suitable for rapid economic development and does not cultivate moral and social responsibility\textsuperscript{15}. All these can be possible

\textsuperscript{14} Report of the Education Commission, P.613, P.278-279.

\textsuperscript{15} Report of the Education Commission, P.5-6.

The Commission in their report further wrote, "We must either build a sound, balanced, effective and imaginative educational system to meet our developing needs and respond to
if the academic curricula are properly formulated.

In Orissa, the State has no clear-cut objective, no perspective plan, no phased programme, no educational policy and the State has not evolved any educational system. As Orissa had to start from the rudimentary stage, all Governments in succession had to expand 'education, create structures without any plan. The structures had no relationship with each other and the structures could not be fitted into a system. In the process of trial and error, 'Education' advanced. In all these phases only certain experiments were made. No experiment appears to be successful.

Everywhere, expansion of education takes place from the bottom and gradually goes up. But in Orissa it started from the middle and went upwards and then downwards. All the structures are independent of each other and each structure has many inlets and outlets. If at one phase basic education was given priority in another phase it was abandoned as unsuitable. There was an experiment with Pre-University, First year Degree and Pre-professional course, Final Part I and Final Part II degree

our challenging aspirations or be content to be swept aside by strong currents of History" (P.488). This statement is more applicable to Orissa.

16) The Secondary education developed first. Higher education and primary education developed much later.
course. All these experiments were abandoned. Internal Assessment was experimented for some time and then it was abandoned. Semester system was introduced at Post-Graduate stage and is about to be abandoned. The establishment of Technical Schools, establishment of Gopabandhu Ayurveda Institute at Puri are other two examples of such experiment.

The emphasis on the type of 'education' has also varied. If at one stage the emphasis was on work-oriented basic education, at other points of time, the emphasis has been on liberal education. Similarly, emphasis on the nature of education has also varied. If it is Arts at one stage, Science in another and Commerce and Business Management still at a third point of time.

Attitude to education has also varied from time to time. Between 1961-67 there was large-scale expansion in general, and Science education in particular. Anybody who could erect a structure and styled it as an industry or an institute teaching science could attract grants, recognition and patronage from the Government. As stated earlier, between 1967 and 1970, 17) During 1961-65 the State Government pursued liberal policy in the fields of teaching of Science and Technology and in industrial expansion. Industrial Estates were set up, loans for industries were advanced, technical knowledge was provided and to man the industries, study of science and technology was also encouraged. Both were intended to supplement each other.
the attitude of the Government was to restrict the establishment of sub-standard colleges \(^{18}\) and to consolidate physically the gains already available. Between 1971-77 reorganisation and management of the institutions and decision of issues like role-relation, control-relation and tension-management were emphasized \(^{19}\). Between 1977 and 1980, the Government indirectly and directly encouraged establishment of colleges, appointed Prof. B.C.Das Committee \(^{20}\) and before the committee took any step, the Government took decision on certain matters coming within its terms of reference \(^{21}\). Attitude to the private colleges has also varied. Between 1961-67 many private colleges were established and teaching of Science in those colleges was encouraged. Between 1967 and 1970, consolidation was given priority and Biswanath Das Committee was appointed to probe into the causes of student unrest. Between 1970 and 1972 the private colleges were given equal status with the Government colleges. Between 1972-77, the control of the Government over the private colleges was made effective and purposeful. In short, it would be sufficient to say that education in Orissa has been the result of the projection of the ideas of some individuals who are its benefactors at the given moment.

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19) During this period, direct payment and equalisation were the two gifts of the Government to private colleges.
21) B.C.Das Committee report, Page 3.
In the area of curricula also one comes across equally indecisive, unplanned and ill-formulated experiments. Between 1947 and 1954 many languages were taught. When the Secondary Education Commission recommended that one language at the Primary level, two languages at the M.E. level and two languages at the High School level be taught, the contents of language went on increasing. In Orissa, a student has to learn Oriya, English, Hindi and Sanskrit, i.e., at least four languages at present. Primary education was sought to be provincialised in early fifties and universalised in seventies. But it has not been provincialised or universalised yet. Everywhere education generates a sense of critical judgement. It seeks to promote the attainment of a minimum standard. But in Orissa more emphasis has been laid on remembering facts. The environment of the school, the personality of the teacher, the contents of the course and the type of teaching etc. are required to be attractive. But in Orissa, the environment of the school is bad, the teacher is "suffering and worriness incarnate", the course contents are repellant and effective teaching is practically non-existent. When the western educational system adopts a number of scientific and technical devices to attract freely young children to the school, in Orissa, teachers still use sticks to

23) Views of Dr. Ghanashyam Samal, Director of Schools may be seen at pages VI and VII of the Fourth Educational Survey of Orissa, 1982.
24) Bertrand Russell: Political Ideals, P.52.
frighten the children. Thus, the process of bringing out the best in the child, automatically comes to an end there.

The teachers are supposed to be the 'ideal' to be followed by the young children. They must be the symbol of attainments and the perennial source of wisdom. But from this viewpoint, the primary school teachers in Orissa do more disservice to the children. The existence of Convents, Central Schools, Multipurpose Demonstration Schools, Stewart Schools etc., no doubt make varieties possible, but create class distinction among the young children. Even in the same school the situation is equally bad. When eighty percent of the children come from families living below the poverty-line, adjustment of these

25) The Draft outline of the Fourth Five-year Plan of India stated, "The quality of education is largely determined by the skill and ability of the teachers who man various institutions. No system of education can rise above the quality of its teachers", quoted by the Education Commission in their Report at P.46. In Orissa, the persons who could not qualify for menial's job are 'educators'.

See also J.P.Naik : Educational Planning in India, P.37.

26) Report of the Education Commission, P.10 indicates that in India the benefit of education goes to the richer few. Similar is the view of J.P.Naik, quoted above, P.108.

In Orissa, the affluent class does not exist and the class, farely nearer to the affluent class send their children to schools which do not come within the scope of this study.

The schools in Orissa have students from poor and lower-middle class families.
children with their counter-parts from fairly fortunate families in the matters of dress, food, manners, outlook, environment and attitude generate severe cleavage and a sense of inferiority. These poverty-stricken children regard the school as the field of demonstration of vanity for some and poverty for the rest. More scholarships, demonstration of recognition of worth irrespective of social status, a juvenile court of honour, subsidised uniform and free subsidised mid-day meal etc. can remove the sense of inferiority. These students with a peculiar mental frame-work join the Secondary Schools in course of time.

In the field of Secondary Education, the condition is still worse. The Secondary Education Commission recommended for guidance and counselling in the Secondary schools. But in Orissa the matter is confined to Training Colleges only. Students unnecessarily waste time over study of languages. Study of Science is very poor at the Secondary school level. In late seventies, when the courses of studies in Science for Secondary school students were remodelled, most of the teachers were found deficient to teach the newly adopted courses of studies modelled after the guide-lines of the N.C.E.R.T. Most of the non-Government schools are ill-equipped; class rooms, furnitures, teaching aids, apparatus are not available as evident from survey conducted. The Secondary Education Commission emphasised on co-ordi-

27) Humayun Kabir : quoted above, P. 179.
nation between different agencies connected with education and suggested formation of a Committee to plan the resources\textsuperscript{30}. In Orissa the resources have not been properly planned nor there is co-ordination at different levels.

The Secondary Education Commission wanted to vocationalise the Secondary education. It has also been felt by experts that drop-outs, stagnation and wastage can be checked if Secondary education can be vocationalised\textsuperscript{31}. Sufficient sympathy has been shown to the proposal\textsuperscript{32} and some paper-work has also been done\textsuperscript{33}. The Sikhyak Mahasangha has 'demanded' vocationalisation of Secondary education but has not submitted any concrete project. Manufacture of file-boards, elementary tailoring etc. are some of the vocations in which now training is imparted. So far no concrete step has been taken to associate work with education\textsuperscript{34}, or, to popularise an improved type of basic education\textsuperscript{35} in order to eradicate the wrong notion that education and physical labour are enemical to each other\textsuperscript{36}.

\textsuperscript{31} Ved Prakash in S.C.Ghosh, "Educational strategies in Developing Countries", P.92.
\textsuperscript{32} B.C.Das Committee Report, 1979, P.160.
\textsuperscript{34} The priorities of the 6th Plan period (1980-85) have been (a) Universalisation of Primary education, (b) emphasis on adult literacy Programme, (c) Vocationalisation of Secondary education.
\textsuperscript{35} Gunnar Myrdal : Asian Drama, P.1802.
\textsuperscript{36} Humayun Kabir : Education in New India, Chapter I.
The Secondary Education Commission wanted inspection of institutions to study the problem of each school. They also wanted the course contents to be modified to make education really purposeful. "The difficulty is that Orissa is not a unity. It is not yet a single complex society, but an aggregate of many simple societies linked into what may be a cultural and linguistic whole, but is hardly yet a social whole". Education in Orissa is to create a society, which has not been done yet.

Students passing out of the Secondary Schools mostly lack necessary intellectual attainments for higher education, lack the training, skill and orientation for any vocation. They also lack real mental preparedness and capacity to undertake jobs requiring manual labour. They are alienated because of 'education' from the traditional society, and are equally alienated because of incapacity from the emerging 'new class' of the society. In order to postpone frustration, most of these sub-standard students demand opening for higher education and flood the sub-standard colleges.

36) Gunnar Myrdal : quoted above, P.1802.
38) The Education Commission in their Report state, "Education itself is tending to increase social segregation and widens class distinction. What is worse, this segregation is increasing and tending to widen the gulf between classes and masses", (P.10).
In Orissa, no body has felt seriously that higher education should be open only to selected meritorious students, and should not be universalised\(^{39}\). Because of lack of proper understanding of the matter, colleges are multiplying in large number and that too only on political considerations\(^{40}\). Most of the colleges are ill-equipped\(^{41}\) and sub-standard in nature. As a result, there has been quantitative improvement, but at the cost of quality\(^{42}\). Higher education generates expectation and broadens vision, but in the event of failure of the individual

\(^{39}\) Prof. Rudolph and Prof. Rudolph, quoted above, P.25-27.

Gunnar Myrdal, quoted above, P.1814.


\(^{40}\) Prof. P.G.Altbach writes, "The founding of local colleges is often related to politics and political leaders are anxious to use colleges and occasionally the University itself as a base for political operations". For this statement and statements on this matter kindly see Philip G.Altbach, "India and the World University Crisis", P.1-26.

\(^{41}\) The Investigator visited about twenty representative institutions during the field study and out of these institutions eighteen institutions were found not to be properly equipped.

\(^{42}\) Rudolphs, quoted above, P.11.

Gunnar Myrdal, quoted above, P.1815.


K.G.Saiyidain, "Education, Culture and Social order", Chapters X and XI.

Humayun Kabir, quoted above, P.152-154.
either because of incapacity or availability of limited opportunity or both in attaining the expectations, the reaction becomes severe. Either it generates deviant behaviour\(^{43}\) in the person and that results in consequential fall, or he reconciles at the cost of development of his personality. Because of insistence upon one comprehensive examination\(^{44}\) that decides the fate of the students, malpractice in the examination, deviant behaviour etc. becomes frequent\(^{45}\). Politicization of education\(^{46}\), lack of trait of leadership among teachers\(^{47}\), physical deficiencies in the institutions\(^{48}\), administrative lapses\(^{49}\), lack of students'.

\(\text{43) A.K. Singh (about Ranchi University) in P.G. Altbach (Ed) "Turmoil and Transition: Higher Education and student politics in India", P.204-237.}\
\(\text{Subash C. Kashyap the L.M. Singvi (Ed) "Youth Unrest: A conflict of Generations", P.55-61.}\
\(\text{44) Dr. Gunnar Myrdal, quoted above, P.1807.}\
\(\text{Humayun Kabir, quoted above, P.157.}\
\(\text{45) S.K. Ghose: Students challenge round the world, P.216-220.}\
\(\text{46) Rudolphs, quoted above, P.8.}\
\(\text{Altbach, "India and World University crisis".}\
\(\text{Jacob Aikara, quoted above}\
\(\text{T.R. Sharma, "Freedom in Education", in the Journal of the National Institute of Education (NCERT), May, 1972, P.1.}\
\(\text{47) Recommendations of Justice Barman Commission, (P.10008).}\
\(\text{Humayun Kabir: Education in New India, P.154.}\
\(\text{48) Mr. Biswanath Das Committee}\
\(\text{Mr. Bamacharan Das Committee}\
\(\text{Dr. B. Samantara's views recorded by Barman Commission at P.949.}\
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confidence on teachers\textsuperscript{50}, lack of leadership and social inferiority of teachers\textsuperscript{51} or all these taken together for the deviant behaviour\textsuperscript{52}. Sometimes they feel that they can and may change

Please see the Report of Mr. Justice Barman Commission at P.949.

49) Prof. Altbach states, "It would seem to be a basic law of student unrest that it is often accompanied by administrative errors and miscalculations" (India and the World University crisis).

50) Prof. M.K.Rout in his statement before Barman Commission stated that the self-confidence of the students must be restored and students' confidence on the teachers, their integrity also must be restored. Teachers alone can enforce discipline, check agitational tendency among the students, and hence, the image of the teachers must be saved and properly projected.

51) Prof. Humayun Kabir's views on the pay and status of teachers, their attempt to have alternative source of income, their helplessness in the matters of determination of syllabus, conduct of examination etc. and their total impact upon the society are fully applicable to Orissa.

Humayun Kabir: Education in New India, p.152-154.

52) Prof. Altbach states, "A student movement may be generated" by emotional feelings often associated with intergenerational conflicts although it may be motivated by positive goals; the members of student movement, moreover have the conviction that, as young intellectuals they have a special historical
the social order. Bertrand Russell writes, "Education and the life of the mind generally is a matter in which individual initiative is the Chief thing needed; the function of the state should begin and end with insistence on some kind of education, and if possible a kind which promotes mental individualism, not a kind which happens to conform to the prejudices of Government officials. In Orissa, facilities to have liberal education of one's own choice does not exist. The classes are not held in time and properly, the teaching is mechanical and dull. Institutional environments in many cases are repulsive.

It is very true that some people have given evidence of exceptional merit under the present educational set up, but that happens as the students are good and sincere. Probably, because of their personal efforts, the unscientific process could not do much harm to them and they could make proper use of the meagre facilities available. They could have been still better mission to achieve or to correct the imperfections in their environment.

P.G. Altbach in S.M. Lipset (Ed) student and politics.

53) Prof. Philip G. Altbach (Ed) student politics and Higher Education in India, P.17-73.

See also Philip G. Altbach (Ed) Student Revolution : A global Analysis.


54) Bertrand Russell : Political Ideals, P.66.
had the system been a good one. There has been such a change in
the outlook that the western system of education is also under
attack. Bertrand Russell writes, "The whole spirit in which edu-
cation is conducted needs to be changed in order that children
may be encouraged to think and feel for themselves, not to acq-
uesce passively in the thoughts and feelings of others". Such
an ideal of education is a well-nigh impossibility in the context
of Orissa.

Indian education is "examination-ridden". Examination
reforms is of primary importance. "The examinations deter-
mine not only the contents of education, but also the methods of
teaching in fact the entire approach to education. They have so
pervaded the entire atmosphere of school life, that they have
become the main motivating force of all effort on the part of the
pupil as well as teacher ....... Thus all circumstances conspire
to put an undue and unnatural emphasis on examinations". A
series of attempts at different levels in collaboration with the
U.G.C., NCERT etc. have been made. But all attacks have been on
the periphery and not on the core of the problem. The emphasis
should be on critical analysis and assessment and not on power
of remembering facts. Similarly, emphasis should not be laid on
only one examination, but on a series of such examinations. Such
a system can make a student a whole-time student and the process
of learning can not be only periodical, rather can be spread over
the entire course-period.

Humayun Kabir, quoted above, P.160-180.
56) Ibid, P.145-146.
The "pyramid" of education has lost major part of its elite character, but it still continues to have some elite character in certain areas also.

The energetic young men and women, budding with youthful enthusiasm and vigour, must be given due and proper engagement. They should be given reasonable quantity of academic engagement, reasonable freedom from material needs and also reasonable chance of constructive diversion, leisure and recreation to develop their personality in a balanced manner. The youngsters are least corrupt and mean unless trained by the elders to be so. In a corrupt and ill-managed society, they are likely to react severely against suffering, want, injustice, lapses and discrimination, if they are not properly engaged. When justice suffers, fairness is in danger or discrimination takes place, youthful vigour can not and does not remain neutral and proclaims a state of belligerency. This volatile substance (youth-power) has been used and misused every often in India in shaping and reshaping of history. If the guardian-class really wants to avoid belligerency with their supposed 'wards', they are to meet them scientifically without touching the sensitive points, otherwise continuity of civility is bound to be raptured.

57) Gunnar Myrdal, quoted above, P.1790-1806.
58) Prof. Rudolph and Prof. Rudolph, quoted above, P.4
59) Dr. J.F.Naik, quoted above, P.22 and 108.
60) P.G.Altback - in S.M.Lipset, quoted above.
The stress and strain of modern life, ever-increasing human want on one hand and limited resources to meet the needs on the other, acute scarcity of jobs, strain on purse arising out of rise in price, rise in the level of aspiration and fall of joint-families etc., do not enable the parents to take proper care of their children and send them to school and college at least for better engagement. In the institutions they are improperly received, unsympathetically treated, indifferently behaved. Mostly classes are not engaged if classes are engaged teaching is not always imparted, when teaching is imparted, the quality of teaching is poor, most of the teachers do not have any specific admirable quality to be imbibed by the students. The institutions are physically deficient. In the absence of a common room or any study centre or cafeteria, the students can not but assemble on the corridors and comment on all persons passing by, must sit on the windows, counters etc. With the increase in the enrolment strength of the colleges and schools sectional mobilisation becomes inevitable.

Students coming from far off places require hostel accommodation. In almost institutions, in the hostels particularly, the students are undesirable creatures. The Hostels are equally ill-equipped as are the institutions. In most of the institutions and their Hostels minimum sanitary arrangements, drinking water and toilets are not available. Nobody thinks

about these in advance or in due course and when the students remind mildly they are dismissed lightly and when they combine, politicians take advantage, improper socialisation and legacy of pre-Independence days lead them to agitational steps. Development moves in reverse gear.

It has also been observed that the atmosphere in the institutions and the treatment meted out to the students pave way for their degradation. The students who are not yet ready for social life' come to the institutions for institutionalised influence of adult generation, but are met with all the worse rigours of social life before being prepared. Orders and directions are issued to them and they are supposed to obey those. Institutions demand docility, unqualified obedience and do not 'educate' them or generate in them a sense of critical judgement. Sometimes the orders or directions are not clear and specific and the student is to find that out those and obey. Nobody informs them about rules or orders, and enquiries are never attended and if attended are attended only with contempt. But non compliance entails punishment.

Neither the society nor the administration nor the teachers try to understand their problems and sometimes they are punished for acts of omission and commission about the consequences of which they have no idea. They are occasionally discriminated becomes victims of injustice and corruption. They mostly receive rough behaviour which their young mind accept to be the normal behaviour in the society. There is no difference between the atmosphere in the society and the institutions, but there is no relationship between the ideals documented in the books which they are supposed to cherish, and the actual state of
affairs in the society and the institutions. Thus, the process of socialization remains incomplete. The guardian class want the students to follow the ideals which the guardians do not want to apply to themselves. When the young mind revolts that results in deviant behaviour. Mr. Justice R.N.Misra aptly says, "There is a sense of feeling these days that the youngsters have gone astray and have not been behaving properly. The entire responsibility for this unfortunate situation must be owned by the elders who have failed to inculcate the necessary sense of discipline and social consciousness in the young generation." The society and the institution because of the irresponsible behaviour of some of their members, kill inherent natural qualities of the young children, adolescent boys and girls. This situation together with outdated and unscientific course-contents, the course contents particularly administered by disinterested persons in ill-digested form and that too among persons who have been made to abhor 'work' and physical labour, destroy the fabrics on which the underdeveloped but peaceful primitive society was based. It has been rightly suggested by

62) Jacob Aikara, P.30-32
63) Ibid, P.30-35.

   Lewis A. Coser : Masters of Sociological Thought, P.577-579.
   See also David Thompson : Political Ideas, P.20.
64) Mr. Justice R.N.Misra : "Life today" in Charriot, Feb., 1979, P.34.
Dr. M.K. Rout that unless the self confidence of the students is restored, the students are properly understood; and the deficiencies in them are met and the teachers' image and sense of involvement are restored no tangible solution is possible.

The students, who go out of such institutions lose zeal, enthusiasm and fail to look to the brighter sides of things. They develop sadism, follow and develop the pattern of behaviour that the society of reality projects before them. Thus a primitive and tradition-bound rational society possess all ingredients to 'develop' into a value-free animal society in the modern setting.

The picture is not actually that gloomy. Though handful, yet effective, rational and socialising influences are still dominating. The situations are being studied, improvements are being made, in limited spheres care is being taken and some really good 'educators' are still working hard against all odds. It is hoped that conditions would improve.

Between 1969 and 1981 some changes have been made in the course contents. The importance of languages has been minimised. Elementary Science and Technology have been included in the syllabus. Some attempts have been made to vocationalise the secondary education. Their course contents in science have been updated. A number of workshops on examination reforms have been organised and some experiments in the field of examination reforms have taken place. Facilities for teachers education have

expanded. Special care has been taken to provide more schools in the regions of the State not yet covered by education. In particular, steps have been taken to improve upon the enrolment position among the Scheduled Castes, Scheduled Tribes and to encourage women's education. The 3rd and 4th Educational Survey have been made. The SCERT has been organised as a research institute and provides research results for utilisation. Most of these improvements, however, have been made in the School sector. As there is a strong silver lining in the dark cloud, it is hoped that dark cloud is being arrested.