CHAPTER II

THE PROBLEM AND ITS STUDY

Education is a diet and a medicine for enriched human living\(^1\). It is administered on the individuals\(^2\) through the society for the benefit of both, the individual and the society\(^3\). Proper utilisation of this medicine depends upon its

---

1) Prof. V.P. Varma writes, "A sound educational system has to probe into areas of action and manifestation of the neuroses consequent upon a system of repressions and taboos. Merely neglecting them and refusing to talk about them is no solution. Education has to provide remedies for pathological conditions consequent upon the operation of repressed complexes".

V.P. Varma, "Emotional and National Integration in contemporary Indian Society" in Modern Indian Political Thought, P.555.

*See also J.W. Airam (Ed) College Education in India, P.7.

2) In this system of administration, pupil is the beneficiary and the object. The success of administration of this medicine depends upon whether the desired goal regarding full development of the pupil is achieved. This view has been borrowed from John T. Wahlquist in


3) President J.T. Wahlquist of San Jose State College, California writes that the teachers in the class rooms while
administration in a proper system. The system varies from society to society depending upon certain variable factors connected with the particular society.

The degree of development of a society depends upon some factors including its education system. The education system plays a vital role in development, modernisation and social change. But in a federal democracy like that of India, having a written and rigid constitution demarcating the powers between two sets of Governments, the education system depends upon the administration of education at the State level.

administering education determine and shape the "Ideals, attitudes, and beliefs of future generations", Ibid, P.4.


5) Keeping such situation in mind Dr. Paul Appleby wrote, "No other large or important national Government is so dependent as India on theoretically subordinate, but actually rather distinct unity responsible to a different political control, for much of administration of what are recognised as national programme of great importance to the nation".

Paul Appleby : Public Administration in India, P.21.
See J.P. Naike - quoted above, P.118.
See also Rudolphs - quoted above, P.51.
And Gunnar Myrdal - quoted above, P.1820-21.
In a multi-lingual, multi-religious and multi-cultural federal state like India, every constituent unit not only enjoys a legal locus standi, but also forms a distinct sub-society in the broad spectrum of Indian society and a distinct sub-culture in the broad-circle of Indian culture. When such a unit or state administers education at the state level, it feels the necessity of modifying marginally certain subordinate areas of the national culture in order to suit to the local needs, local society or sub-society and local culture or sub-culture. Unless such changes are accommodated, the administration of education can not be proper and the desired result might not be achieved. But there should be no variation of the core of the national educational system. The changes a sub-society might introduce include the varied degree of emphasis on one or more aspects of education and the degree of intensity in executing a certain programme or programmes. Similarly, variations may also be there in implementation of the system through the administrative machinery because of peculiar local and environmental conditions.

An honest attempt to assess our undisputed minimum success in the field of education and though it in the direction of development and modernization, a suitable sample is to be studied. Only in such a case, our achievement can be properly

6) Arnold J. Toynbee writes, "India is a whole world in herself; she is a society of the same magnitude as our western society". Quoted from Norman D. Palmer, "Indian Political System", Page IX.


8) Ivor Jennings, "Some Characteristics of the Indian Constitution", Page 55. The figures are on Table 2.
assessed, potentialities for development can be determined and limitations can be found out. Such a sample must be a "State", an original state of the Indian Union continuing in undisturbed form since the inauguration of the Constitution in 1950, must be fairly developed and must be spending minimum amount of money on education⁹. The State of Orissa fulfils all these requirements and thus has been chosen as the most suitable sample for such studies, diagnostic-cum-exploratory study.

(See The figures are on Table II)  
⁹) The figure relates to 1960-61 and has been incorporated in the Report of the Education Commission and quoted at page 60 at Table 20 by Rudolph and Rudolph in their book, "Education and Politics in India". Fairly recent figures about Orissa have been shown as Tables 1-10 and have been appended to this dissertation.
SIGNIFICANCE OF ORISSA AS AREA OF STUDY

Under the Constitution of India, 1950, Orissa became a state within the meaning of Art I of the Constitution and was described as a Part "A" State on the First Schedule of the Constitution. Now, it is a medium size state of the Indian Union on the Bay of Bengal having about 400 Kilometers of Coast line. It represents a specific sub-culture within the broad spectrum of Indian culture. The people are extremely religious. Three of the ten famous temples of India including the most famous one of Lord Jagannath are in one district of this State.

Orissa became a separate administrative unit or province only in 1936. Till 1912, about one-third of the present state was a part of the British Presidency, about one-tenth was with Central Provice or present Madhya Pradesh, one-fourth with the Madras Presidency and the rest as small princely states under the one-time "Eastern States Agency". In 1912, consequent upon the division of Bengal and creation of the province of Bihar, the portions of the state under the

10) Temple of Lord Jagannath, Lord Lingaraj at Bhubaneswar and the Sun temple (Black Pagoda) of Konark together constitute the "Golden Triangle" and are in the District of Puri.

Bengal Presidency were transferred and placed with the new province of Bihar and Orissa. Thus, "Orissa" again became only a geographical and notional expression. In 1936 when Orissa was formed, the relevant areas were transferred from Bihar, Central Provinces (new Madhya Pradesh), Madras Presidency. In 1947-48 when the Princely States of the Eastern States

12) In 1936, Orissa was not created in its present form. Initially there were only six districts. In Orissa, there was insistent demand for a separate State in 1903. The Utkal Union Conference (popularly known as the Utkal Samilani) took the lead. Madhusudan Das took up the leadership. Inspite of various proposals submitted to the British Government, no step was taken in 1903, in a circular known as the Risley circular, for the first time the British Government announced to unite the whole of the Oriya people. As a first step in 1905 the Sambalpur District was brought from the Central province and was annexed with the chief Commissionership of Orissa. In 1927 a Committee of the Simon Commission known as the O'Donnell Committee recommended the formation of the province of Orissa. Accordingly an order in council dated 3rd March 1936 known as "the constitution of Orissa Order "1936" created the province of Orissa with effect from the 1st April, 1936 within the Federal Scheme of the Government of India Act, 1935. The Princely States merged with Orissa only in 1948. History of Orissa, H.K.Mahatab, Vol II. Also History of Orissa, N.K.Sahu, P.K.Mishra, J.K.Sahu in chapter XX XI.
Agency joined, Orissa became a compact province, a sub-society combining all the areas representing a sub-culture. Separate Orissa became completely an administrative unit of India only after Independence. Thus, exposure of the whole unit to the light and ideas of modernity is very recent, though it had the unique privilege of having the first linguistic unit of India.

The total area of the State is approximately 155707 Sq. Kilometers\(^{13}\). Out of that area 66.40 thousand

\(^{13}\) In 1936, the area of Orissa was 32198 Sq. Meters and population was 8728544. Consequent upon the merger of the ex-princely states with Orissa, the area became 60127 Sq.meters and the population swelled up to 146,45954.


In all twenty four princely states joined Orissa. In accordance with the provisions of the Extra-provincial Jurisdiction Act, 1947, the Government of India delegated powers to the Government of Orissa to administer these ex-princely states. The Government of Orissa appointed Officers to reorganise the administration. Under the States Merger (Governor's Provinces) Order, 1949, Orissa became a state of thirteen districts. The Government of Orissa have regarded the area of Orissa as provisional. Detail of other informations have appended as Table-1.

\begin{table}
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{District} & \textbf{Population} \\
\hline
District 1 & 1000000 \\
District 2 & 2000000 \\
District 3 & 3000000 \\
\hline
\end{tabular}
\caption{Population of Orissa's districts}
\end{table}
hectares are forests. Out of the total area of the state only 87.46 thousand hectares are cropped area out of which only 17.11 thousand hectares are irrigated\(^\text{14}\). So far agriculture undertaken in primitive lines was the only industry. When the non-irrigated rainfall areas are subject to drought and cyclone, irrigated and non-irrigated both the categories of cropped areas equally prone to drought, cyclone and flood. Because of this reason even during the British days the Government was reluctant to provide and extend irrigation facilities to Orissa\(^\text{15}\). Thus, the principal industry of the State was exposed to the mercy of the nature. It was more so because of the reluctance of the nation to indulge in costly combat with nature to save this less-fortunate state. According to the Census of 1981, the total population of Orissa is 263770271 out of which 13,060,485 constitute the female component. When 23259984 people live in rural areas only 3110287 live in urban areas. Out of the total population, 3855543 belong to scheduled castes and 5915057 constitute the scheduled tribe. Thus, they together constitute about forty-two percent of the total population. In 1951 as against the national literary percentage of 16.6, Orissa had only 15.8\(^\text{16}\). Since then even the percentage of literary has gone up, it has never reached the national average\(^\text{17}\).

14) Table - 1.

15) Dr. P.K. Chatterji states that the Government were reluctant to take up the irrigation Project in Orissa, because Orissa is visited alternately by drought and flood. Prashanto K. Chatterji, "The Making of Indian Policy, 1853-65" Orient Longman, Calcutta, 1975, P.194.
Orissa is very rich in mineral resources like Coal, Iron-Ore, Manganese-Ore and Alumina. These resources are being exported as raw-materials and not as finished goods. It is interesting to note that Orissa supplies only raw-materials and feeds the industries in other regions of India, exports mineral goods and provides manual labour to the industries and plantations outside the State. "Orissa is an outstanding example of a State which despite rich endowment of natural resources has remained extremely backward".

The whole of territory of Orissa can be divided into three distinct belts. The coastal region of about sixty kilometers in width and running parallel to the Eastern Ghat is the fertile land and has been described as the Granary of Orissa and is the main stage of the Drama for centuries. The second region is the region to the west of the coastal plain-belt. This region is covered by stiff hills and forests. To its north is the prosperous part of the belt, the northern plateau. This area is mineral-rich. The third region is the Southern and

16) Appended as Table - 2.
17) As per Table - 2 to 4 appended.
Western region of the State. It is the table-land of peninsular India. This region is rich in forest resources. This accounts for regionalism and regional feeling in Orissa. The climate of the land is tropical having an average annual rainfall varying between 55 to 65 inches.

In the Indian Union, Orissa represents a distinct sub-society. The people are very religious. Chaitanya spent his last days in Orissa and this land inspired the Gitagovinda of poet Jayadev. Shankaracharya established his first and main monastery (Math) at Puri. The local sub-culture is influenced by the cultural tradition of the Jagannath Temple. In the hey day of casteism, no part of India could experience the bitterness and rigours and the system more than did this land. At the same time due to influence of religion the people are magnanimous and large-hearted. They are fighters having legendary records, at the same time saints of very high order. This land, converted Emperor Ashok to Budhism, changed his heart and made him a saint-king. Jainism flourished and enjoyed official patronage only in this part of India.

19) K.V. Rao, "The Pattern of Orissa Politics" in Iqbal Narain "State Politics in India".
20) The Dhauli Stupa (at Bhubaneswar) was erected to commemorate this great change. It is an important place of pilgrimage for Budhists.
21) Emperor Kharvela was a warrior of repute and also a saint. Under his patronage Jainism enjoyed the statues of State religion. The rock and pillar edicts in Khandagiri and Udayagiri Hills near Bhubaneswar depict some of the activities
The local language is Oriya and is derived like all other languages of Northern India from Sanskrit during the ancient days and its effects are continuing even now.

As the entire state was never under one common administration during the last seven centuries preceding 1948, now proper education alone can bring unity, social cohesion and emotional integration among the people. In order to get the best results from the people of this region through friendly competition with other sub-societies at the society or national level, immediate need is to bring the region economically and educationally to the level of other states. This also can be done only by attaching due and appropriate emphasis on proper education. Viewed from the nature the people of this region, in the matters of control relation and rule-execution, persuasion is a better and effective method than coercion which might produce very severe reactions. This factor together with regional imbalance between three regions of the State account for clash of personalities in the state and consequential political defection and instability. These maladies can be removed or controlled by proper education.

For further details - Harekrushna Mahatab, "History of Orissa".
Also N.K.Sahu, P.K.Mishra and J.K.Sahu, "History of Orissa".
22) S.C.Dash, "Emergence of Modern Orissa : A Political Analysis" in Iqbal Narain, "State Politics in India".
Also see, F.G.Bailey, "Politics and Society in contemporary Orissa" in C.H.Philips "Politics and Society in India", P.113
Despite rich endowments of natural resources if Orissa continues to be economically poor and educationally backward even after thirty five years of stable existence as a state of the Union, responsibility may be assessed only in the bad and improper management of her available resources. As the inherent skill of the people of the sub-society in the field of management does not appear to be inferior to the rest of the population of the society, the fault lies with training, acquired skill and technical know how which can be provided alone by education. The instant study tries to examine the relationship between the backwardness or the underdeveloped condition of Orissa with the educational system in general and the educational administration in particular.

In this study educational administration has been viewed simultaneously from two angles. As indicated earlier in this chapter, it regards education as a medicine-cum-diet to be administered on the members of the society, particularly the younger one through an institutionalised framework in accordance with a suitable system to achieve certain specified goals. These goals are partly preventive, partly curative and partly developmental.

Education is a curative measure. "Education is the influence exercised by adult generations on those ............ not yet ready for social life" 23. It is necessary because no

society can exist unless there is continuity. Continuity can be possible only through the art of governing and harmonising relations. "The art of governing has to be learned. If it is to be learned, it has to be transmitted from old to the young, and the habits and ideas must be maintained as seamless webs of memory among the bearers of the tradition generation after generation." 24.

Continuity brings civility which is essential to adjust social relationship. "When the continuity of civility is ruptured, the community is threatened. Unless the rapture is repaired, the community will break into factional, class and regional wars. For, when the continuity is interrupted, the cultural heritage is not being transmitted. The new generation is faced with the task of rediscovering and reinventioning and re-learning by trial and error, most of what the guardians of a society need to know." 25. Hence, it is a preventive measure against maladies which might ultimately lead to threatening the continuity of the community. But education does not intend to make the society static. It only intends orderly change so that continuity be maintained.

Education has curative qualities also. Certain angulatities of individuals (both genetic and environmental) which retard social progress, development or affects cohesion


and understanding can be fully or partly cured or atleast softened by education. Inherent qualities like anger, vindictiveness, jealousy may be softened, whereas qualities acquired after birth may be given up. Education helps in achieving this end.

The developmental role of education has been discussed in the First Chapter in greater details. This developmental role is of primary importance in a developing state.

Education in Orissa presupposes a system to operate in a planned manner to achieve the preventive, curative and developmental goals. Maladies like indiscipline, deviant behaviour, poverty of ideas, irresponsibility, inaction, lack of clarity in goal-perception are to be prevented. Lack of understanding, cohesion, qualities to collaborate for development etc. are to be cured wherever they exist.

A scientific study of educational administration must also take the functional administration of education into account, without being confined to the process of keeping the institutions running. Prof. Wahlquist is of view, "The real purpose of education can be kept in the foreground and not lost in the mechanics of keeping the traditional wheels running. Without disregarding the importance of administrative devices and standardising procedures, functional administration recognises the primary of the learning process"\textsuperscript{26}.

Hence this diagnostic-cum-exploratory study intends to examine the structure and function of education and their relationship with goal.

\textsuperscript{26} Wahlquist in Wahlquist and others, quoted above, P.7.
It examines the devices of educational system, administration of education on individuals in the society for whom it is meant. It also takes the traditional administration into account. It examines the extent to which the administration succeeds in realizing the desired goal, the effectiveness of the structure, the machinery role, relation, personnel operating upon the system. Finally the study tries to find out the relationship between the education-system, the structure and the functional role of administrators with the undeveloped condition of education in the State.

**HYPOTHESES**

"If ever there is a cause - if there can be a cause worthy to be upheld by all the toil and sacrifice that the human hand or heart can endure, it is the cause of education" [27]. Unless this proposition is kept in view of the educational administrators, development in general and of education in particular can not be possible. It has been said, "No doubt, education of the proper sort can prepare people to live together in harmony, with equal rights to life, liberty and pursuit of happiness" [28]. This has been realized to a very great extent by the Government of India. They are appointing Commissions, conducting seminars, workshops, study and research

---

27) Horace Mann Quoted from Wahlquist, P.8.
through the U.G.C. and the N.C.E.R.T., re-structuring the role-relation and reviewing the rate of development. Impartial foreign observers are of view that India has adopted one of the elaborate schemes of education after Independence. But as India happens to be a federal state, the ultimate role of education in Orissa depends upon the administration of education, its personnel and the process.

In Orissa about fifty percent of the population of the society are still illiterate though it is not the lowest in India. But inspite of it, the percapita expenditure on education is the minimum in Orissa. Similarly, the enrolment percentage in higher education also is lower than the Indian average.

In the field of primary education there are schools without teachers or students, teachers without school, and students without schools or teachers. It provides the flexible sector of the Budget. The purpose at this level is sadly lacking. Despite several illiteracy eradication drive, neither the enrolment position has substantially improved, nor the guardians have

29) Rudolph and Rudolph quoted above -

They say, "Independence in 1947 marked something of a watershed in the development of higher education in India .... Indian School and higher education lost its elite character and took on an increasingly popular one". P.4.

Also see, C.C.Taylor, D.Ensominger, H.W. Johnson and J.Joyce: India's roots of Democracy, Chap.16

30) Vide Table - II appended to this dissertation.
been inspired. An educational administrator states, "The main problem of education at the primary level today therefore is the lack of clearly formulated objectives".\(^{31}\)

At the level of secondary education the condition is still more miserable. Frequent and long-lasting cease-work and strike are two distinctive features of the Secondary education in Orissa. Peculiarly, it is the only method that makes the administration responsive. A research report of an investigator reveals that from the view point of organisation and administration, management of secondary training schools in a specified district of Orissa is dismally poor.\(^{32}\)

In the field of college education, mal-administration, lop-sided growth, poor leadership and dilution of standard have been the leading factors. There is no relationship between the semblance of education imparted and the challenges of life to be faced after institutionalised education is complete. Similarly, there is no relationship between the social need, the education and the instructional facilities provided. A top educational administrators of Orissa has expressed such views.\(^{33}\)

---


Also Humayun Kabir, "Education in New India", P.186.
Educational Administration at the University level also does not appear to be impressive though there are certain signs of improvement now. In 1969 Richard Taub wrote, "Education fails short of desirable image, according to respondents. Common responses were that they do not take enough personal interest in their students; they are involved in politics, both in and out of University, and they do not do any research." 34.

Even though the social and adult education programme in the Gandhian lines were experimented in a massive scale in Orissa, its total impact is more bad than good. Because the elderly people enjoy opportunity to come across the educated and elite of our society because of the impression the "educated class" creates, the case for "education" is being severally prejudiced.

In entire India, the philosophy, ideal, goal of education being the same, for the failure of education "system" in Orissa, the "system" can not be blamed. Similarly, since the young man and women of Orissa region proved their worth in many other fields of life, in the process of elimination, the fault may be located in the educational administration only.

Prof. Iqbal Narain writes, "The level of education is also an important factor in the contextual dimension. The role of education in articulating people, in making them ardent defenders of their interests and in converting them to a political

pressure-group are significant areas of political analysis in the context of state politics of India\textsuperscript{35}.

The level of education is dependent upon administration of education and the educational administration. In a developing country, education plays a role in furthering the progress of the country. To attain this end, education has to be productive and progressive while keeping in view the realities of life in the country\textsuperscript{36}.

Education in Orissa has neither contributed to the productivity, nor to the progress. It has created in the Orissa setting more problems than it has solved. Though the University Education Commission, 1948, writing about education stated in their report, "It aims at the development of the individual, the discovery, training and utilisation of his special talents"\textsuperscript{37}, in Orissa education is moving in the reverse process. An educational administrator of Orissa admits "Education has come in for a large volume of criticism of late and the general scene is one of confusion practically at all levels, primary, secondary, higher, technical and professional"\textsuperscript{38}.

\textsuperscript{35} Iqbal Narain, "State Politics in India", Introduction P.XXXVI.
\textsuperscript{36} B.Das - Forwarding note to "Education in Orissa", 1978
See also - Gunnar Myrdal : Asian Drama, P.1538.
\textsuperscript{37} Report of the University Education Commission, 1948, P.37.
\textsuperscript{38} Prof. B. Das - Forwarding note to "Education in Orissa", 1978.
The Education Commission in the opening line of report stated that the destiny of India is being shaped in her class rooms. If this statement is true, the future of the region known as Orissa, is dark or it will be a parasite on other states, or the statement is true about all regions of India except for Orissa.

In Orissa, the condition of students, teachers and plant, quality of teaching and the physical/class-room are not upto the requirement. Hence, in a broader sense, the atmosphere in class-rooms is equally bad. But still more horrible is the activities of those who plan, design and control the class-rooms and their components. In 1951-52 during the Budget Session, a member of the Orissa Legislative Assembly brought a proposal that the Government should spend more on nation-building departments like Education than on departments like Police, Works and General Administration. But the proposal was not accepted.

For sake of convenience, we may start with the following hypothes
(a) In Orissa, educational administration does not operate as a system but operates piece-meal and as semi-independent structures.

b) The educational administrators are not duly qualified and trained and they have no clear idea about educational planning.

c) The administration is not based upon any policy but on expediency.

d) Educational Administration has not been organised and operated on the basis of a set of well-formulated rules.

e) The limited areas in which well-formulated and established rules exist those are not being properly interpreted and followed by the administrators.
f) Educational Administration contributes to bad morale and poor leadership.

g) Improper educational administration has been responsible for failure of realisation of goal.

METHOD ADOPTED IN THE STUDY

In this study, the investigator has adopted six methods. These methods include,

(a) study and analysis of the connected literature, including laws, rules, regulations on the basis which the 'system' is supposed to be based,

(b) Questionnaire addressed to one hundred fifty educational administrators,

(c) Interview with ten representative administrators.

(d) Case study including decisions of courts and tribunals on educational matters,

(e) Field study in twenty institutions,

(f) Experiences gathered and informations collected as participant observer 39.

In course of the study, the Investigator has read a fairly large number of books concerning the philosophy of education, the goal of education, its developmental role in a welfare.

39) Bogardus writes, "The participant observer is a research person who lives in the community takes part in the activities and fortunes of the various constituent groups". Emory S. Bogardus : The development of Social Thought, P.654. From this view point the Investigator was a participant observer.
democracy, organisation of educational system and administration, sociology of education, education as a means of social change, modernization and development, history of education in India, history of education in Orissa, Indian approach to education, relationship between education and national culture, role of administrator in education and qualities of educational administrators etc.


In Orissa, Education is imparted by many agencies like the Universities, Government colleges, Non-Government colleges and institutions. Furthermore, the Government colleges are placed under various departments like Health and Family Welfare, Industry etc. depending upon the type of instruction they impart. Again the private agencies, are of different types also. There are statutory bodies like Municipalities, Panchayat Samities; there are also Trusts like D.A.V. Trust and Sanjoy Memorial Trust etc. All these agencies have their own rules and procedures and each one of them has different type of relationship with the Government. These various relationships shape the concerned structures and determine their functions and role-relations. The Investigator has analysed the rules creating the educational structure, determining the organisation, personnel etc. For proper

The investigator has also employed the method of collection of data, views, opinions through questionnaires. Questionnaires were addressed to one hundred fifty persons connected
with educational administration. Among them were five retired Directors of the Education Directorate, six Additional Directors, fifteen Principals of Government Colleges, fifteen Principals of Non-Government Colleges, five Vice-Chancellors, five Principals of Women's Colleges, five Inspectors, ten Head Masters of Government High Schools, ten Head Masters of Non-Government High Schools, five Head Mistresses, five Secretaries/Presidents of Non-Government Colleges, five Registrars of Universities and two members of the Syndicate of the Utkal, Berhampur and Sambalpur Universities. As the population in this context cannot be defined, a representative sample has been chosen carefully.

The Investigator also interviewed selected ten educational administrators of the rank of Director or Additional Director. Their views and suggestions have helped the Investigator in formulating observations and suggestions.

In course of the present investigation, the Investigator has taken certain peculiar cases for special study. These cases involve penal transfer, transfers to confer extra-legal benefits, compulsory (Premature) and voluntary retirements or imposition of penalty. Similarly, there have been appointment and promotions without rules, appointments and promotions in contravention of Rules etc. There have also been some cases with apparently discriminatory application of rules and execution of action have also been blatantly discriminatory. In certain matters, the cases pending before the courts, tribunals have been examined and their decisions have been taken into account.

The method of field study has also been employed. The Investigator had visited about twenty institutions of various descriptions and collected data from those. The institutions
chosen as sample include two Universities, five established Government Colleges, two newly set up Government Colleges, two unrecognised private Colleges, one Non-Government Women's college, five High Schools and a host of primary schools. These are representative institutions.

The Investigator has made use of his own experience, knowledge and information as participant observer. He was a student leader, and President of the students' Union and held many elected offices. He has been a college teacher since 1959 and has held various types of posts. As a teacher of the Ravenshaw College for a long time he has gathered direct experience with all top educational administrators, who were chosen mostly from Ravenshaw College, Cuttack. He had also worked in two other very big colleges of the State. The Investigator was also an educational administrator for a fairly long time including for five years as the Principal of two big colleges of the State. He had the experience of being connected with Utkal and Sambalpur Universities, the Board of Secondary Education, Orissa, the Board of Higher Secondary Education, Orissa, and the Berhampur University. He was a member of the Senate, Academic Council of the Utkal University. He was also a member of the Governing Body of three colleges, Secretary of a proposed college and Secretary of a school.

The Investigator had watched all the top educational administrators playing their role. He had watched some of their remarkable performances, instances of dismal failure and their utter helplessness. The Investigator had worked with most of them sometimes with zeal and enthusiasm, sometimes mechani-
cally and with indifference, and occasionally being resistant. He had been a beneficiary and victim of the existing order. These observations and experiences for about twenty-five years have helped the Investigator in formulating problems, hypothesis and in carrying on the investigation.