The investigation was conducted in five predominant districts of Orissa.

The sample of respondents included 200 teachers, 100 Managing Committee Members and 100 Headmasters serving in 100 Secondary schools (Government and private) of Orissa.

The results of the study revealed that the enrolment of students in private schools is much less compared to those of government schools.

No deficit has been shown in government schools under survey, as they are fully managed by the government. The private schools invariably face financial deficit.

The managing Committees of most of the private schools fail to take that amount of interest in the improvement of the financial conditions of the schools which is expected from them.

The government schools are generally housed in pucca buildings whereas few private schools have the same type of buildings. In almost all the private schools, the furniture, science apparatus and teaching aids are not adequate. In this regard, the government schools are in a better position.

Little importance is given to the library, both in the private and government schools. The grant allotted for purchase of books for the library in both types of schools is very insignificant. There are required number of teachers in both government and private schools but the number of trained teachers is meagre in private schools.

The government school teachers get the prescribed scale of pay and D.A. regularly, but in many private schools the teachers
do not get pay and D.A. at the prescribed rates. Payment is always irregular.

Regarding residential accommodation, 25% of the government school teachers are provided with quarters, but in private schools there is no such provision.

Towards supervision of class work, the Headmasters of private schools give more stress than the Headmasters of government schools and the private schools give more stress on correction of written work and coaching classes.

Teachers of 50% of the private schools visit the houses of problem children and give necessary instruction, but in case of government schools this is completely absent.

Regarding the percentage of successful candidates in the H.S.C. examination, the position of private schools is a little better as compared to government schools.

The teaching profession at the secondary level does not attract talented persons. Though there is need for trained teachers, schools cannot appoint them according to their qualification due to financial stringency.

Donation made by the applicants played a major part in selection of teachers in case of private schools.

Regarding financial benefit after service and other fringe benefits, the private school teachers are in a neglected position in this respect.

The teachers are not at all satisfied with the present salary. Their income is not adequate to meet their family expenses for which they depend upon private tuitions. So many teachers have little liking for their profession. Thus, financial wretchedness
mostly stand on the way of the teachers professional growth and competency.

In general the teachers of government schools have a higher morale than the teachers of private schools. The most predominant trend among the government school is the average type; but in the private schools, there are very large number of both 'poor' schools and 'average' schools and strangely enough a few more 'good' schools than among the government schools.