Preface

Classroom climate plays an important role in the motivation of students and also in boosting the morale of teachers. Classroom climate includes heat, light, seating, individual difference among the students of the same class, teachers' personality, and teacher-student relationship, teacher's ideology, and his perception of his role are important factors affecting the classroom environment. In this research, the researcher investigated the impact of the different types of management under different schools on the classroom climate. The schools had been classified under three categories: (i) Government Schools, (ii) Aided Schools, (iii) Private unaided Schools. The study revealed that under social, psychological conditions and the classroom climate of the schools as perceived by the Teachers did not differ significantly among different categories of schools. But, in case of physical conditions the Private schools showed superiority over both the Government and the Aided Schools.

In a classroom, the inter-personal relationship essentially includes teacher-student relationship and peer-relationships. The academic actions taken place in this environment in the classroom are influenced by these social relationship.

In a typical class a particular school, the teacher deals with fifty to seventy students which comprises a group. This group acts as the work organization and social interactions determine the overall climate of the classroom. The degree and nature of these interactions vary from classroom to classroom.

The formal and informal levels can be determined by the work organization and interpersonal relationships. The activities and interpersonal relations exhibit planned pattern of work organization at the formal level. On the other hand, at the informal level, the organizational patterns emerge out of the activities of an interaction in the group. But interestingly to note that, their relative prominence differs markedly from
classroom to classroom. Few classes are formally structured with very little scope for spontaneous work-related activities, whereas others function on informal structure. This makes each classroom peculiar, unique and its climate different that of others.

This diversity in the physical, social and psychological climate or environment of classrooms could get more complex in pluralistic societies where there are agencies other than the state running educational institutions i.e. private body of Management, Trustee etc. It would therefore be interesting to study whether this diversity in the social, physical and psychological context of schooling influences the learning environment in the classrooms. Schools under different types of managements have varied philosophies, ideologies, and purposes aims and objectives, financial status, infra-structure of school buildings, premises with play ground and library room etc. They differ also in their practices, policies regarding staff selection, supervision, salary structure, staff stability and conformity, admitting the number of students and modes of maintaining discipline.

On the other hand, in the Govt. schools there is little scope for comparing classroom climate in different types of schools. In the Govt. schools the aim and objectives of education as well as policies and practices in the schools are laid down by the state Govt. The philosophies and work organization governing the school managements are therefore not expected to differ much and hence their effect on the social, physical and psychological environment of the classroom could be negligible.

However, an open and democratic society like India affords academic competition among the students in the different schools under different types of managements, viz., schools under voluntary private managements unaided by the state, schools managed by private managements but aided by the state and schools managed by the state or the local level. This diversity gives rise to many ways in dealing with the pupils in academic, co-curricular and personal aspects. Therefore, an open, democratic society gives ample scope to different agencies to run schools meant for various sections of the society through the policy of pragmatic pluralism.