DISCUSSION ON THE SALIENT FEATURES OF THE FINDINGS

The findings of the study reveal certain real facts, regarding the existing conditions of the Headmasters, teachers and members of the Managing Committees of the Secondary schools of Darrang district. The present Darrang district comprises of two Sub-Divisions: the Managaldoi and Udalguri Sub-Divisions. Both the Sub-Divisions are taken for study for collecting of various data. By random sample process, thirty High schools have been selected from the District covering both the Sub-Divisions. Moreover, the study covered both rural and urban High schools, both Government provincialised and private aided and private recognised schools of the District. Thus, the study shows the different salient features of the findings.

HEADMASTER

Headmaster holds the key position in a school and as such he is the central point of the school management. The over-all progress of the school depends upon the Headmaster. The Headmaster is the co-ordinating agent. He acts as a gardener who waters every flower plant under his care with love and sympathy. The Headmaster occupies a very important place in the life of the school as well as in the society. Unless the Headmaster has a balanced personality,
it is not possible for him to do good, either to the school or the society. He has to act as a teacher, as a leader, as a guide and as an administrator. Under such circumstances, he should have some more added qualities like, leadership, organising ability, sympathetic attitude, high command over subject matter democratic outlook, efficient speaking capacity, ideal character, self-discipline, punctuality and influencing personality\(^1\).

But how many Headmasters of the Secondary schools possess such qualities is a matter of discussion. From the collected data it is observed that the general qualification of the Headmasters of the sample schools are quite distinct. As against the requisite general qualification of the Headmaster, it shows in Table No. 6.1 that out of 30 High school Headmasters, 24 are only more graduates, while 6 Headmasters having Post-graduate degree. Similarly, the trained graduate Headmasters are only 12 and non trained are 18. The respective percentages of the trained Headmasters in the sample schools are only 40 percent against the non trained Headmasters of 60 percent. Thus, the requisite training qualifications of the Headmasters of the sample High schools of Darrang district makes a poor show. It is a matter of surprise that after 44 years of independence the position of the training qualifications of the Headmasters in the District is not at all encouraging.

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The Headmasters are the real organiser, leader, Governor, co-ordinator. But it is worthy to note that from the sample records it is observed that such qualities of the Headmasters are rare in the existing schools. The Headmasters are mostly busy with their household works, than their academic activities. Most of them are busy with some side business like Insurance agency, agricultural field works, with politics and social functions etc.

As regards to the selection of jobs, very few Headmasters have expressed their likings to this profession, but a large majority of them have stated that they have selected this profession as a means of livelihood. The appointment of the Headmasters are made by the State Selection Board and selection of Assistant Teachers by the Divisional Selection Board constituted by the State Government in each District.

In case of private aided schools the Managing Committee appoint the teachers subject to the approval from the Inspector of schools. In case of short term and temporary vacancies the school management authority fill-up such vacancies, subject to the approval of the Education Department. The minimum qualification to become a Headmaster in the High school has been fixed by the Government of Assam as Graduate either in Arts or Science with B.T. or B.Ed. Training. But in some cases the requisite norms is not maintained due to the active influence of political leaders and higher appointing authorities.
As regards the school management all the Headmasters of the High schools become the Secretaries. It is found from the field study that the Headmasters of the provincialised High schools are not satisfied with the system of management of their schools as there is intervention by the Government. On the other hand the Headmaster of the privately managed schools are to some extent satisfied as they are least concerned about the main stream of management.

As about the perception of school management of the Government schools received by the Headmasters it is distinctively higher and the difference is quite significant compared to that perceived by the Managing Committee members. The same is the situation in the private schools.

About 10 percent of High school Headmasters stated that they were engaged in private tuition because of their precarious financial hardship. While some stated that they were compelled to take tuition due to the pressure of the guardians of the students. The present study reveals that the trend of private tuition is much more in urban areas than in rural areas. This is an indication that there are less academic work in school or better care for children is not taken.

As most of the schools are located at rural areas and majority of the people of these areas uneducated, the Headmasters or the Secretaries try to become very powerful and sometimes they do not hesitate to mis-appropriate schools funds for their self-interest. Hence it create various problems, instead of solving the problems of the schools.
It is found from the sample schools that most of the Headmasters supervise the classes, and instruct the teachers. But comparing to the supervision of the Headmasters of the Government High schools, the Headmasters of the private schools give more stress. This process of supervision by the Head of the institution leads to attend the discipline and punctuality among the co-workers. Thus, for the smooth functioning of the schools, there should be the closest co-operation between the Headmaster and the staff, between the Headmaster and the Managing Committee. Besides this academic supervision the Headmaster has to play the role of a successful teacher, efficient administration, effective leader, strict but sympathetic inspector and a good public relation officer.

Regarding the question of social status and position of the Headmaster, he has to act as the leader of the society. Unless the Headmaster has a balanced personality, it shall not be possible for him to do good towards society. It may be noted that there was a time when the position of the Headmasters were held in high esteem in the society. But due to the change of social values and standard in the present century, the position of the Headmaster have reduced to some extent. In the present context, persons having sound economic status, and the persons having administration and political powers are much more honoured and weighted. This has frustrated the Headmasters, resulting an adverse effect on the academic development of the secondary education.
The powers and functions of the Headmasters of the Secondary schools has a wide range regarding administrative policies and procedures related to his school, and more and more he is being asked to assure the leadership responsibility for curriculum improvement and for school community relationship. As it is said by Superintendent of Schools of Newton; "He is a staff leader, mediator of parent school relations, plant manager, business manager, and a public relation agent. Further more he is to discharge other functions also viz. curriculum improvement and record keeping.2" Thus, from the above discussion it may be summarised that the Head of the Institution is a part and parcel of the management of the school. The standard and values of the school largely depends upon the administrative and academic functions of the Headmaster. But in the present study it is observed that due to the financial stringency, the Headmasters of the Secondary schools of the District can hardly maintain their families.

**TEACHERS**

Teachers are the real architects who builds shape and reshape of the young members of the society. As teaching has become a profession, a means of livelihood, so the teacher must have professional competency. As regards teacher morale, the economic

position and social status must be well secured. It is observed from the study that the economic status of teachers serving in the Government and Provincialised High schools are better than that of the private High schools. As the economic status plays the most significant role in modern man's life, therefore, the salary of the teachers needs judicious reconsideration. The teacher holds the key position in education and it is upon his competency and sense of duty that the standards of education will definitely depend. We will have to concentrate upon improving the general education and professional education and should provide with satisfactory conditions of service essential to efficient teaching.

The study shows on Table No. 6.2 that out of 456 Secondary school teachers, only 11.6 percent are trained while 88.4 percent are non-trained teachers in the District. Such a large percentages of non-trained teachers have affected adversely in the field of academic progress.

As regards general qualifications of the High school teachers, there are a lot of differences. The level of educational qualification varies from Matric to Post-graduate degree. Out of 456 High school teachers (Ref. Table No. 6.2) only 14 are mere Matriculates, 30 teachers are Intermediate and 354 are graduates, while 58 teachers having Post-graduate degree. As against this records it is revealed that 3.1 percent are Matriculates, 6.6 percent are Intermediates, 77.6 percent are graduates and only 12.7 percent are Post-graduates. The above records shows the educational qualifications
of the teachers of the sample schools of Darrang district. The perusal of findings shows that there are quite a good number of graduate teachers in the Secondary schools of Darrang district, of which the percentage is 77.6 percent. On the other hand the percentage of Post-graduate teachers is only 12.7 percent. It is seen from the collected data that the general qualifications of the Secondary school teachers in the District is not up to the expectation.

It is observed during investigation that most of the teachers are busy with different sorts of business to earn their extra income to meet the financial hardship. Moreover, many of them wants to leave the job whenever they find employment opportunity in other fields that fetch more money. Further, most of them enter in it as a jumping-off ground. They generally lack interest in professional growth as they do not want to stick to the profession. Their income is not adequate to meet their family expenses. Therefore, there seemed to be no way out for the teachers except to take help of other source of income. Thus, it may be summarised that the poor financial condition of teachers is one of the bottleneck for the slow and low qualitative improvement of Secondary education in Darrang. This unsatisfactory economic condition of teachers compelled them to resort to tuition and other side business as a source of additional income. Due to these factors the progress of Secondary education in Darrang district is hampered.

A personal enquiry convinced the investigator that though many private school teachers seek the approved scale of pay, but they get reduced amount. Because the private managements are unable
to raise the funds to meet their required expenditure. The teachers have to tolerate it in spite of discontentment, due to the fear of termination from the job. It is revealed that the Government Provincialised school teachers enjoy full benefits as per Government approved scale of pay and other allowances admissible to them. While, regarding the financial benefit and other benefits, the private school teachers are in a neglected position. All the Government and Provincialised school teachers are enjoying the benefit of pension, gratuity, and provident fund. But the private school teachers in the State are deprived from the above-mentioned benefits.

It has been found that in many schools teachers are appointed on the basis of donations given by them. The donation is generally collected from their regular pay.

This practice of donation brings more dissatisfaction to the teachers. It is really an extra economic burden on their low salary. Moreover, it leads to favouritism in the selection of teachers. Thus, this practice opens the door for the incompetent teachers to enter into this profession.

In other States of India, however, such practices are more. The salary of the Secondary school teachers is increasingly high and common scale of pay for all cadre of teachers is introduced. In our State also, the Government is trying to improve the socio-economic status of the teachers by introducing a common scale of pay.

It is found from investigation that the private school teachers do not get their pay regularly. This irregularity of payment
has a grievous effect on them. When one is not getting pay regularly it is but natural that there will be slackening in duty. The teacher needs to be materially care free so that he can find sufficient mental peace and strength to meet the demands of the varied problems.

It is also observed that there is no promotional prospect of the teachers. The teachers under study are frustrated and strongly reached against the injustice done to them. Generally, occupation is regarded as one of the most important index of social status today. Social recognition and prestige constitute the most important motivating factors in organising a teaching profession. Active participation in the community is a sign of professional competency of the teachers. This is not possible unless teachers enjoy a fair amount of prestige in the society.

The study shows that the socio-economic position of Secondary school teachers is not satisfactory. As a result, this has hampers in their professional dedication.

It is also observed that the few talented persons who enter teaching profession do not get due social recognition and prestige due to general notion that only the incompetent persons enter into teaching profession.

Besides the above, the mass people, political leaders and the Government are not seriously concerned about the problems of the teachers. Those show lip sympathy, they do so, because the importance of teachers is being hammered into their minds constantly. The teachers are living in the midst of the community. They are
expected to be invited into social functions. But the investigator during his interviews come to know that sometimes teachers were not invited to social functions, while the other Government officials as well as big traders and rich persons are invited. This sort of negligence certainly degrade the social status of the teachers. As a result, they feel themselves that they are less important in the society. Again most of the teachers felt that they failed to provide comforts to their families. The members of the family are frustrated due to the inability to purchase luxury goods.

The investigator observed that the teaching profession at the Secondary level does not attract talented persons. Though there is urgent need for trained and well experienced teachers, the schools cannot appoint them due to financial stringency. In a vast country like India with ever increasing demands for education, no plans for the extension of education can ignore the phenomenon of schools where the number of teachers is smaller than the number of classes.\(^3\)

The dearth of required teachers in the schools is the main problem of class-room teaching. In Assam the multiple class teaching requires sufficient number of teachers. But many of the school authorities cannot provide the required teachers for which the development of education in the District is hampered.

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3. Mathur, V. S. :- Some issues in Indian Education.
Therefore, it may be summarised that Government should make all endeavours to appoint sufficient number of teachers for each classes to eradicate the evils of secondary education in the District.

Besides the above discussion, it may be pointed out that there is no provision for increment to higher qualifications such as M.A. or M.Ed. pass teachers. Most of the teachers are not dedicated to the profession due to their dissatisfaction in financial matters. It is also noticed during investigation that attendance of conferences seminars etc. involve some extra expenditure which the teachers fail to meet. The attendance of such programmes does not improve their financial status. It is found that the teachers do not find scope to read sufficient books, magazines etc. due to the lack of library facilities available to the schools. Thus, it may be summarised that financial wretchedness mostly stand on the way of the teachers professional growth and competency. Considering the above, the researcher observed that the teachers of Darrang district faces the same problems which caused backwardness in the teaching process of secondary education. Therefore, the Government should take necessary steps and endeavours to eradicate such backwardness from the field of secondary education.

**TRAINING OF TEACHERS**

Training is imperative for the teachers. As society can make all round development only if its teachers are well equipped
and well trained. A teacher without proper training is like a soldier, who does not know the use of the rifle that he has been to handle. "No system of education, no syllabus, no methodology and no textbook can rise above the level of teachers. If a nation wants quality education, it must have quality teachers."

The study shows that prior to 1926 there was no training institutions so far established in Assam for the training of the Secondary school teachers. It is evident that the expansion of the teachers training institutions come into existence only after independence. Various Commissions and Committees have recommended about the establishment of different training institutions in the State.

The Education Commission urged the need for establishing a number of training institutions in the country. With regard to the training of secondary teachers, the Commission recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary school, Government or aided.

Since independence, a new conception of teacher training has tended to develop. The needed improvement of education in different fields which free India envisages implies the improvement of teaching and hence teacher education. This feeling is being further strengthened by the recommendations of the Indian University Education Commission and the Secondary Education Commission. The first Commission pointed

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out that "a real education is not so much a matter of lessons to be learnt and memorised as of a life to be lived and purposeful activities to be shared." Hence teachers training is the sine qua non of all educational improvement.

Considering the above importance of the teachers training in the secondary stage, the present study reveals the prevailing conditions of the training position of the District. It is observed from the sample survey that there is a great difference between the percentages of trained and non-trained teachers. Out of 456 Secondary school teachers only 53 are trained teachers while rest of 403 are non-trained teachers in 30 sample schools. The respective percentages of trained and non-trained teachers being 11.6 percent and 88.4 percent. Such is the deplorable position of trained percentages in the District.

From the present study it is revealed that the prevailing conditions of the training institutions are suffering due to various defects:

1. One of the major defects that prevailed in the existing training institutions is that the training imparted in the training centres are not at all related with the school works.

Most of the trained teachers are unable to implement their new technique of teaching in the schools due to isolated position. Because the non-trained teachers are higher than the trained teachers.

Moreover, while imparting training undue emphasis is given on theory instead of practical side.

The one year duration is also not adjutive comparing to the length of courses.

The most stumbling block for these defects is the finance. Poor allotment of Government grants cannot improve the academic atmosphere of the training institutions.

The present time teacher training programmes are dominated by formalism and academic emphasis on learning and cramming, the methods of teaching become stereotyped.

Conditions of school practice teaching are unsatisfactory.

There is no model schools attached to the training centre.

The lesson plans are quite rigid, stereotyped and divorced from the realities of the school life. Patterns of lesson
planning and rigid technique of teaching are followed in practice teaching regardless of the nature of the subject matter and the objectives to be achieved in terms of behaviour changes.

(10) The crowded time tables and lack of equipments for practice teaching is also responsible.

(11) Besides the above, the evaluation procedure are by and large, subjective and unscientific. In the process of evaluation of the practical part of examinations two examiners are appointed - one is External and the other one is Internal. Both of them jointly evaluate the training hurriedly.

From the above discussion it may be summarised that due to various low faults, the present training procedure is not satisfactory.

The present examination oriented type of training must be removed by the guidance oriented procedure. It is seen that the requisite facilities, like teaching aids, equipments, science apparatus, accommodation are all absent in the existing training institution. Due to the dearth of the above facilities the present training procedure become a failure.
The formation of Managing Committee is an important subject in the field of Secondary education. Such a body is of great help to the Heads of the institution. The Managing Committees of the Secondary schools were most powerful body in Assam, before provincialisation. But after the Provincialisation Act was passed in 1977, the powers and functions of the Managing Committees have been reduced to a great extent. Any way there are still the provision of Managing Committees in both the Government provincialised High schools as well as in private high schools of Darrang district.

As regards the functions of the Managing Committees, the private schools are very powerful, comparing to the Government provincialised High schools. The general development of educational programme and maintenance of peaceful atmosphere of the schools, depends to a great extent on the interest and activities of these Committees. Unfortunately, most of the Committees of private schools are failure and these Committees are greatly responsible for the existing deplorable conditions of the private recognised schools. However, the Government provincialised schools, being under the direct control of the Government are not very much affected by these Committees in the District. The Managing Committee which is known at present as the Development Committee is merely a construction Committee in case of provincialised school.
It is found from the sample study that most of private schools are located in rural areas and as majority of the people of these areas are uneducated, the Headmaster who is also the Secretary of the Managing Committee try to become very powerful and sometimes they do not hesitate to misappropriate the school funds for their self interests. It is also observed that sometimes the members of the Committee are influenced by existing party politics of the area. Hence, it create problems instead of solving those problems.

In the formation of the Managing Committees there are certain procedures. The total number of members of the Committees may be of 11 in case of Government provincialised and private schools. The Headmaster or Secretary of the school has to submit a list of publicly elected members for further approval of the concerning authority. (1) President, (2) Secretary, (3) two donars, (4) two Government nominees, (5) two teachers' representatives, (6) one lady member and (7) two co-opted members. The official portfolios of the members are one President, one Secretary another donar members, two Government nominees, two teachers representations also two co-opted members and ladies members constituted the Managing Committees for Secondary schools.

The question arise as to how these members are elected or selected, what is their requisite norms, how far they are sincere and duty bound and what are the problems faced by them in dealing with the management of High schools in the District of Darrang is a matter of discussion.
In this regard Ryburn is of the opinion that for the welfare of the school, it is important that all the members of the Managing Committees and not the manager alone, should take a keen interest in the school, and its working. They should be people with an interest in education, and if this is the case, it can be of great assistance to a progressive Headmaster and staff. They should know what is going on in the school, and if visits are made in the right spirit they will always be welcomed.

In case of formation of Managing Committee very few High schools held public meetings for selection of members.

It becomes a difficult job to organise a public meeting to select Organising Committee members in most of the urban areas school virtually, the list of members are selected by the good wishes of the Headmaster.

It is observed that after provincialisation of secondary schools, when most of the powers and functions, like appointment of teachers, distribution of funds have gone to the hands of the Government, people have lost interest of becoming a member of the Managing Committee. Now-a-days, people have indifferent attitudes towards Managing Committee.

It is found from the information of the Headmasters that the Managing Committee of the private high schools are very powerful but inactive. The general development of educational programme and

maintenance of peaceful atmosphere of these schools depends to a great extent on the interest and activities of these Committees.

Thus, most of the Committees of private schools are failures and these Committees are greatly responsible for the existing deplorable conditions of the private schools. However, the provincialised schools, being the direct control of the Government are not affected by this Committee.

As regards the educational qualification of the members of the Managing Committee there is no any hard and fast rule. Persons having social status and public reputation may generally be selected for its members. Therefore, most of them are educationally not well-up and as a result they cannot achieve in their objectives.

The Managing Committees of the provincialised high schools sits very rarely except whenever some urgent matters arises. They do not have any interest to attend the meetings.

Thus, it may be summarised that the present Managing Committees have no role to play in the development of secondary education. The Headmaster or the Secretary perform all these activities in the name of the Committees, later he takes only the approval as consent of the members.

It is a worthy to note that before provincialisation of secondary schools in 1977, the management of the schools were carried by the Managing Committees very smoothly with the Headmasters of the schools. But after provincialisation of the schools the
Committees to keep a careful watch not only over the financial matter but also over other aspects of the schools. But unfortunately, such functions are beyond imagination in case of the schools of Darrang district.

As against the qualitative achievement of the Managing Committees, the study reveals that most of the sample schools are situated at rural areas where majority of people are illiterate. Taking undue advantage of this fact, many problems of the schools generally solved by the Committees. Thus, both the Government and the Managing Committees, contributed much towards the development of secondary schools of Assam.

It is observed that previously the Headmasters and the teachers were very much scared of the Managing Committees, because of their powers. But at present, neither of them are afraid of the Managing Committees nor care. It is also observed that quite a large majority of the private high school Managing Committee members takes keen interest for the growth and development of the school, while the members of the provincialised high schools are totally ignorant about the various problems of the schools.

Thus, it may be summarised that lack of general education, lack of interest, absence of co-operation in between Headmaster and the members, withdrawal of powers and functions of the Managing Committee members and financial hardship have contributed a negative contribution towards the improvement of secondary education in the District.
EXAMINATIONS

Examination is an indispensable part of education. It may be defined as a means by which the proficiency of a pupil is measured in any field of learning or activity. In Assam, the High School Leaving Examination is conducted by the Secondary Board. The results of the High School Leaving Examinations of last five years have shown the respective pass percentages on the findings in Table No. 6.3. It is found from the sample schools that the average successful candidates in 1986 is 24.9 percent, while it rose to 33.3 percent in 1987. Again in 1988 the average percentage of successful candidates come to 29.7 percent and in 1989 it is almost same as that of 1988, which is 29.5 percent only. On the other hand in 1990, the average percentage of successful candidates is 26.2 percent only. Thus, the overall average percentages of successful candidates in the District from 1986 to 1990 is 29.1 percent only.

This alarming percentages of failures in the examinations makes a poor show in the achievement of education. It is observed from investigation that the average results of the Government provincialised schools are better than the average of private high schools. It is because so many related factors.

(1) Firstly, it is due to the fact of facilities available to the Government schools.

(b) Secondly, due to the provision of optional subjects available to study in these schools. It is found that in most of the sample private high schools there is no
provision for any optional subjects. Even pupil having practical bent of mind had no alternative but to take the matriculation examination. Success in the matriculation examination appeared to be the sumnum bonum of life. Thus, the pupils become examination minded. All efforts are made to pass the examination.

It seems that the student does not try to learn what he should normally learn in the school, the teacher does not pay attention to what he is expected to teach and the parent does not feel interested in what his word should really achieve during the school career. Examination appears to be the sole aims before everyone, an attitude which has brought so many abuses in our school examinations.

Various educational Reports and Commissions, right from 1902 to up-til-now went on saying about the defects of the prevailing examination and demanded its necessary reforms through various measures.

As Assam under the boundary of Indian Union it is quite natural that the defects of the examination system in the secondary stage may be of same character. Thus, without proper planning and execution the defects cannot be reformed.

It is perceived that the present system of objective tests and short type examinations have encouraged cramming and guessing in the pupils resulting negative affects towards the qualitative improvement of examination in Assam.

REGIONAL IMBALANCES

One of the specific hypothesis regarding the secondary education of Darrang district is the regional imbalance. It is found in the sample schools that out of 30 secondary schools, 27 schools situated at rural areas whereas only 3 schools are at urban areas. The respective percentages as per the survey findings is 90 percent of rural schools and only 10 percent schools are urban schools. It is clear from the figure that the numbers of rural schools are higher than the urban schools in the District.

It is found from the spot inquiry that rural schools are established by public efforts, while these are recognised later by the Government. The rural schools are not better staff and better equipped comparing to an urban or town school. Moreover, there is no rush in admission in the rural schools. This may be due to two related factors.

(1) It may be due to the fact that the urban schools are mostly Government provincialised schools which are better staff and well equipped. So the students are greatly attracted with these schools for admission.
(2) As the urban schools are located mostly in the towns and district head-quarters, the suitable communication may be another attraction to these schools for admission.

(3) Lastly, it may be due to the reasons that town or urban schools provides sufficient number of teaching materials for which the enrolment is always higher to these schools.

As against this facts, it may be summarised that there is a great imbalance between the urban and rural areas schools. In fact schools situated at most remote and backward areas are always poor in all respect comparing to a school situated at urban or town areas. Similarly, the schools established at Tea garden areas or foothills of Bhutan area distinctly backward due to the lack of awareness of education amongst the guardians.

Lack of awareness towards education is the sufficient cause for deterioration of the standard of secondary education in Darrang district.

It is observed that a large majority of the teachers are interested to work in the urban areas schools. Similarly, majority of the female teachers are serving in the towns and district head-quarters. It is interesting to note that the large majority of the teachers are employed in rural areas. But the percentages of female teachers is not even ten percent in the rural areas.
From the above discussion it may be summarised that due to this regional imbalance between the village and town high schools the standard and values of secondary education in the District is mostly affected. Hence, the hypothesis of regional imbalances between different areas schools has contributed much towards the backwardness of secondary education in the Darrang district is proved and confirmed.

To overcome this regional imbalance from the field of secondary education more intensive efforts are needed to develop among the backward classes and masses.

FINANCIAL POSITION

So far the financial position of the secondary schools are concerned, the majority of the secondary schools suffers from insufficient financial resources. It is shown in Table No. 6.7 that 16.7 percent schools are managed by public through donation; while 6.6 percent schools are managed by private income resources. Further, it shows that out of 30 sample schools, 76.7 percent schools receives Government grant. This variation of Government grants have adversely affected in the harmonious growth of the secondary schools of the District. In fact, improvement without adequate State aids is well high impossible.

Further, the study shows that financial difficulty is one of the main set-back of secondary education in the District. The study indicates the trend that Government provincialised schools are better and well managed than the privately managed schools.
The main weakness of the private schools are their precarious financial position due to uncertainty of Government grants and partly due to their own increasing incapacity to raise funds at their disposal. The Government schools are getting regular grants in aids, while the private schools had to depend on fees collected from the students. But after provincialisation of the secondary schools in Assam, 1977, education has been made tuition free upto Class-X for all. Henceforth, there is no imposition of tuition fees for the secondary school goers. The Government of Assam has taken the responsibility of paying salary to the staff and other office workers like other Government employees of the State. While the responsibility of maintaining land, building etc. has been placed under the control of the Managing Committee, but no fund has been allocated to them for these purposes.

Again, it is revealed from the study that to maintain the office, a contingency grant on the basis of 30 percent would be collected fees from different heads of the students per annum is being sanctioned to the schools. Thus, all the provincialised schools have to meet their office expenses, petty repairing of furnitures and buildings and travelling allowances from this meagre amount. The expenditure towards travelling allowances has become a headache to all the heads of the institutions. Moreover, the heads of the institutions have not been given drawing authority by the Government for drawing salary of their staff from the Treasury. Rather the salary bills have to be countersigned by the Inspector of Schools.
As the Inspectorate office is at the District head-quarter, so far the countersignature of the pay bills again requires 2 to 3 days for different reasons. Consequently, the travelling allowances and expenditures go up regularly. This is really an unnecessary economic burden to all the Heads of the institutions.

Again, as the Director of Education office is situated at Guwahati, so in many occasions the Heads of the institutions are invited to attend some conferences and meetings, but no travelling allowances are given for this purpose. As a result of which all the Heads of the District institutions had to pay such expenditures from their contingency. It is, therefore, quite understandable how inadequate the contingency grant is.

The investigator through his personal contact with the Headmasters of the sample schools, has come to know the fact that at present there is no separate grants allotted to schools for annual repairing of the buildings, even if the buildings are damaged due to natural calamities.

It is also found from the present study that the Managing Committees of the secondary schools become a sleeping Committee. The members of the Committee at present have no any powers after provincialisation of schools. Consequently, they lost their interest and sincerity. They have been given responsibility without any financial and management powers.

As some Government provincialised schools get different grants like non-recurring grant, Girls' common, grant, library grants, science grants, building grants etc. But most of the private schools
do not get such grants. The schools situated in the Railway areas are the worst suffers in this regard. There are many secondary schools that are established in Assam by the Railway employees for catering education to their children. These schools generally received a capitation grant from the Railway Department upto the period of provincialisation. The moment such schools are provincialised such practice of capitation grant from the Department of Railway is further stopped.

The financial problem is a common feature to all the schools in the District. The following are the responsible factors for acute scarcity of finance in the secondary schools of Darrang district :-

(1) All the schools of the District depends on Government grants which is quite insufficient to meet the various expenses.

(2) The Distribution of contingency fund and maintenance grants are very casual and undemocratic.

(3) The Managing Committees are not interested to improve the financial conditions of the schools.

(4) Public co-operation and interest in respect of donation etc. is almost absent.

After the provincialisation of secondary schools since 1977, the local people have completely been isolated from the school authorities and so the members of the Managing Committees have become
disinterested with the schools' affairs. Naturally, the Headmasters can neither repair nor construct buildings or rooms due to lack of financial grants available to them.

Another set-back of financial disability of the schools is that the Government of Assam has taken the policy of free distribution of text books to the students and the responsibility of lifting those books from the office of the Inspector of Schools or District Book Depo has been placed upon the Head of the institution. But the cost of lifting the books from the District head-quarter has to pay initially by the Head of the institutions. Again the process of reimbursement is not only lengthy but also inadequate causing further deficit to the school fund. This sort of processes have adversely affected the secondary schools of Darrang district. It is observed from the study that some secondary schools have to open new sections to minimise the heavy rush in admission. For this purpose the school authority has to appoint additional teachers and to give salary to them from the contingency fund. This process of appointment of teacher put more economic burden on the general fund of the schools.

Another burden is introduced by the Government of Assam to its secondary schools that recently, the Government of Assam has instructed to all the Heads of the secondary schools through the Inspectors of the District that all the school buildings must be insured against natural calamities. Again the premium for this insurance has to be paid from the school fund annually. Thereby another head of recurring expenditure has been added to the total deficit of the schools.
In this way almost all the secondary schools of Assam are limping with the acute paucity of funds. Considering the above facts, it may be summarised that due to the lack of acute financial resources, the existing conditions of the secondary education of Assam has been deteriorating. Hence, the hypothesis of financial hardship stands as a stumbling block on the path of progress of the secondary schools of Darrang district.

From the above discussion, it may be summarised that the people involvement in respect of educational planning is desirable. When the people can understand that it is their responsibility to construct the building, purchase of teaching aids and other ancillary they not only do their best but also to see whether money is well spent or not. But such a system will be effective only when all citizens have a standard educational norms. Unfortunately in Assam, and district Darrang such norms are rare. Hence, the idea of implementing such a system is on utopian dream to be realised.

Moreover, unless all the citizens of the country irrespective of caste and creed and sexes are given to a minimum standard of general education, the dream of further development of secondary education in the State is unthinkable. Thus, it may be summarised that financial hardship is the root of all the evils for a sound system of secondary education in Darrang district.

As regards the financial stringency, it is observed during investigation that most of the families of the teachers of secondary schools are suffering due to insufficiency and poverty stricken conditions.
Naturally, many of them have to devote more times in search of extra source of income. Further, it is revealed from the findings that present financial condition of the schools is not adequate. Therefore, it may be summarised that the poor pecuniary conditions of secondary education is one of the bottleneck for the slow qualitative improvement of secondary education in Assam. Hence, the acute financial hardship as one of the hypothesis have been proved.

**CURRICULUM AND SYLLABI FOR SECONDARY SCHOOLS**

Against the back-ground of the comprehensive view point of curriculum and syllabus the existing curriculum and courses of study in the State as well as in Darrang district is not satisfactory. There is now an increasing awareness that secondary schools have failed in their duties towards evolving a satisfactory curriculum. With the introduction of the changes as envisaged in the National Policy on Education, 1986, it becomes necessary to restructure the curriculum of high school and high Madrassa schools. As per the decisions of the National Policy on Education, 1986, the Secondary Board of Assam has introduced this changes in the entire field of secondary education right from 1989. It may be mentioned that all the syllabi are now being developed to be at par with those at the national level.

Curriculum should not mean only the academic subjects traditionally taught in the school but it should be the totality of experiences and activities that a pupil receives in the school, in
the classroom, library, laboratory, workshop, playgrounds and more other informed contacts between teachers and pupils. Thus, the whole life of the school becomes the curriculum and it should help in the development of a balanced personality.

From the historical records it is found that many attempts were made in the past to improve the high school curriculum. Since 1845 to 1952 there were strenuous efforts made by the different Committees and Commissions to renovate and reconstruct the system of curriculum in the field of high school. However, nothing concrete was made by any of the Commissions or Committees. Comparatively, the Secondary Commission of 1952 were to some extent successful in evolving the system of curriculum. The curriculum as suggested by the Secondary Education Commission, 1952 removes the major defects of the high school curriculum by providing diversified courses to meet the varied abilities, interests and aptitudes of the learners. Unfortunately, this curriculum was a failure as it was criticised that at the age of 14 or 15 with all the available guidance, it cannot correctly decide as to what subjects will be more beneficial for them. Moreover, implementation of diversified curriculum requires great financial assistance. But such financial stability could not be provided by the Government. Hence, such a system of curriculum was a failure.

Due to the failure of implementation of Secondary Education Commission's suggestions the Government of India has decided to appoint another Education Commission in 1966 under Chairmanship of Dr. D. S. Kothari to advise the Government to provide a national pattern of education at all stages and in all aspects.
As per the recommendations of this Commission at lower secondary of high school stage there will be three or two years in general education or of one to three years in vocational education.

The lower secondary stage which was from Classes-VIII to X follows the following courses :-

(A) Three languages. In non Hindi speaking areas, these languages will normally be -

(i) the mother tongue or regional language,
(ii) Hindi at a higher or lower level,
(iii) English at a higher or lower level.

Again in Hindi speaking areas, they will normally be -

(B) (i) the mother tongue or regional language,
(ii) English or Hindi,
   (if English has already been taken as the mother tongue).
(iii) and a modern Indian language other than Hindi.

( NOTE :- A classical language may be taken in addition to the above three languages on an optional basis ).

(a) Mathematics.
(b) Science.
(c) History, Geography and Civics.
(d) Arts.
(e) Work Experience and Social Studies.
(f) Physical Education.
(g) Education in moral and spiritual values.
However, it may be pointed out that the reorganised curriculum as suggested by the Kothari Commission is not different from the curriculum as recommended by the Secondary Education Commission. Of course, some new subjects like Work Experience, Social Studies, Education for moral and spiritual values have been included in the high school curriculum by the Kothari Commission. The Commission has rightly demand that the secondary course should be managed by the School Boards and not by the University.

The most striking feature in the new curriculum as envisaged by the National Policy on Education, 1986, have been fairly detailed out to avoid complaints against the various courses. It may be mentioned that all the syllabi are now being developed to be at par with those at the national level. Thus, the details of new curriculum as suggested by the National Policy on Education, 1986 have introduced by the Board of Secondary Education, Assam, are as follows:

1. First language :- Any one of the following languages (MIL)
   Assamese, Bengali, Hindi, Bodo, Urdu, Manipuri,
   Nepali, Kashi, Garo, Mizo.

2. Second language :- English.

3. Third language :- Hindi, for those whose first language is not Hindi. (ii) Any one of Assamese, Bengali, Bodo, Manipuri, for those whose first language is Hindi.

5. General Mathematics.


7. Art Education.

8. Physical and Health Education.


10. Elective subjects:— Any one of the following to be offered in Class-IX and X only.

Subjects:—

i) Arabic and Persian,

ii) Sanskrit,

iii) Advanced Mathematics,

iv) History,

v) Geography,

vi) Music,

vii) Fine Arts,

viii) Wood craft,

ix) Metal craft,

x) Cane and Bamboo work,

xi) Needle work and Tailoring,

xii) Home Science,

xiii) Agriculture §.

Co-curricular activities will form a part of the school programme as per syllabus given. The curriculum forwarded by the National Policy on Education, 1986 is followed by the existing sample schools of Darrang district.

It is observed in the present study that curriculum followed in the District High schools are almost similar to that of the entire State of Assam. Of course, it is noticed during investigation, that on many sample schools of Darang district there is lack of provision for elective subjects. Only two schools out of 30 (sample schools) found tailoring and carpentry while rest of the schools having no such facilities.

It is found that there is no school in the District having agriculture as its subject, link with productivity, so subjects like agriculture should get due emphasis in the field of secondary education. Again, Darrang district is mostly covered by agricultural land as well as their school children are very much interested with the agricultural field works besides their studies. But study shows that such a valuable and interesting subject is not introduced in the District schools. As a result, most of the students stopped study and join in agriculture as a helper to their parents.

Similarly, it is found from the study that there is dearth of subjects like music. Though most of the students are very much interested to take music as their elective subject, but they could not attend such goal due to lack of provision in the school. Particularly, the female students are very much interested to take music as their elective subject in their course. But it is seen that due
to the lack of such subjects in the curriculum, the increased number of adolescents do not get adequate materials to develop their talents according to their interest and capacity. Most of the schools of Darrang district do not provide optional or additional subjects due to dearth of qualified teachers. Even pupils having practical bent of mind had no other vocational subjects as they need. Absence of vocational courses led to the students a sense of frustration and disappointment. Such a narrow system of courses going on in the secondary schools of Darrang district for which the standard and values of secondary education is being deteriorated.

Moreover, it is a matter of great regret that physical education which is an essential part for the proper development of personality of the child, is completely ignored in the schools of Darrang district. It is seen that after the Chinese attack to India in 1962, there was a heavy rush to participate in the physical education like N. C. C., A. C. C., Boys Scout, and Girls Guide etc. But such an idea has lost and it is almost disappeared from the field of secondary education, particularly in Darrang district. Thus, the lack of physical education in the secondary schools curriculum caused backwardness in very many ways in the District is logically proved.

TEACHING AIDS AND MATERIAL CONDITIONS OF TEACHING

The material conditions of teaching like buildings, furnitures, maps, charts, globs, scientific apparatus, library, play fields and land etc. are found to have profound effect on the growth of
the child's education. The sample school of Darrang district exhibits a very insufficient picture in the matter of material conditions of teaching. It is well expressed in the statement, "A fine building makes a fine school and a poor building is a poor one". Schools should be housed in a beautiful building, which are not only stimulating centres of education for children but also vital centres for community life. ⁹

The existing conditions of the secondary school building of Darrang district is seems to be very pitiable.

The study shows (on Table No. 6.8) that out of 30 secondary schools of Darrang district only 30 percent buildings are Kaccha, 40 percent buildings are pucca and rest 26.7 percent are thatch houses and 3.3 percent partly half-done pucca buildings. Moreover, the existing buildings have also been constructed without proper planning resulting inconvenience to the teachers and taught. It is seen that in a particular class there are two to three sections. While due to dearth of rooms these classes cannot properly accommodated. In fact, the over all conditions of buildings are not satisfactory in the secondary schools of Darrang district. The conditions of school buildings are not developed due to the negligence of the Government as well as the school managing authorities. It is also marked that the conditions of Government provincialised school buildings are better than the private aided schools. Moreover, there is no provision for annual repairing of the school buildings in the District.

Besides the buildings, it is observed that in most of the secondary schools there is lack of provision for black-board. Again most of the black-boards are not usable. Many of them have no hanging stand. Consequently, blackboards are rarely used except in an important matters.

Further, furniture plays an important part in the physical, moral and mental welfare of the scholars. If the desk to be the wrong kind, or if the bench be used instead of desks, curvature of the stand, contraction of the chest, roundness of the shoulders and a confirmed stoop may result as physical injury, bad discipline, irritation, discontent and control may result as moral injury and inability to sustain attention and concentration owing to lack of bodily case may result mental injury. From the above statement it is clear that there should be adjustable measurement of sitting systems in the schools. But such a scientifically measured sitting arrangement is not available in the sample schools of Darrang district. Thus, it may be summarised that discomfort and improper furniture is also one of the reasons for the backwardness of secondary education in the District.

In case of teaching subjects like history, geography, science and social studies the use of maps, charts and globs etc. is of great importance. Because the use of these adio-visual aids

helps the child in understanding the subjects and to develop the mental horizon. But most of the schools of Darrang district are unable to provide sufficient number of such aids. Hence, it may be realised that lack of these aids and the material conditions of teaching have affected in motivation and learning, and understanding of important subjects.

In the study it is observed that there is no provision of free supply of books and uniforms to the secondary schools of Assam. Though the subsequent Government's proposed to supply all the ancillary services to the secondary schools of Assam but they could not do the same. It is further observed that all the secondary schools of the District have their uniform that are prepared by the guardians at their own cost. This practice have become an economic problem on the part of guardians who are poorest of the poor.

Of course, after the installation of Asom Gana Parishad Government in 1985, new policies have been adopted to distribute free text books and uniforms only to the elementary schools of Assam. It is a matter of great regret that such policies have not been adopted towards the secondary education. Hence, it may be summarised that lack of ancillary services and irregular supply of text books etc. makes the academic backwardness in the field of secondary education in the district Darrang.

Besides the above, in regards to the play ground the study reveals that 96.7 percent sample schools of Darrang district possesses positive play fields. While only 3.3 percent schools having no play
ground. It is also found that though a large number of high schools possesses play fields but the conditions of the same is not at all satisfactory. Again, in many of the schools have their play grounds in a distant place. There is no provision for boundary fencing wall on the play fields.

Besides the above requirements, the hostel plays a very important role in secondary education. Hostel life provides conditions for sharpening mental faculties and fostering intellectual discipline. It provides qualities like sympathy, tolerance, fellow-feeling, co-operation etc. But such privilages are not found in the sample schools of Darrang district.

Apart from the deplorable buildings, insufficient science apparatus, audio-visual aids and furniture, the provision of drinking water also brings a very poor show in the secondary schools of Darrang.

In matters of drinking water, the findings reveals that 96.7 percent secondary schools have the provision for drinking water whereas only 3.3 percent schools have no facility for drinking water. But the schools having facility for drinking water is not tap or filtered water. It is unfiltered water supplied by means of tube wells which cannot be used directly due to heavy iron. But in some rural areas schools of the District have the facility of tap water supplied under the scheme of Public Health Department of Assam. Of course, all the schools of the rural areas are not fortunate to get pipe water as most of the schools are located in a separate complex from the villages. Naturally there is no way out to these
school pupils but to take unhygienic water either from the pond or from tube wells. Thus, by taking water from such sources, the pupils suffer very often from diseases, causing long absence from the schools and dislocation of studies. It is an admitted fact that clean water is an essential requirement for every living organism.

Like facilities for drinking water, the provision of lavatory and urinal is of great necessity to a secondary school. It is revealed from the present study that other than the Government provincialised schools, the most of the private schools have no proper facilities for latrines or lavatories. Of course, there are some temporary sets has been constructed as urinals. It is really shameful in the days of civilization to go out for latrine by the students. As a result, when someone is suffering from disorder of stomach, one has to unlike to go to schools for fear of no lavatory in the school. Taking this undue advantage, some students like to abstain from the classes. In most cases girls students are abstain from the classes for such problems. Not to speak of students, even some teachers also have to go home for latrine or urinal during their duty hours.

Hence, it may be summed up that lack of facilities for teaching aids, other equipments, drinking water and proper sanitation in the stage of secondary education of Darrang district has contributed sufficient dissatisfaction resulting wastage and stagnation.

Like all other amenities, the school library is an essential requirement to a secondary school. A library is not only
a store house of books but it is a temple of knowledge which inspire much to a reader. The Secondary Education Commission rightly points out that in a large majority of schools, there are at present no libraries worth the name. The books are usually old, out-dated, unsuitable, usually selected without reference to the student's tastes and interest. They are stocked in a few book-shelves which are housed in an inadequate and unattractive room. The person in-charge is often a clerk or an indifferent teacher who does this work on a part-time basis has neither a love for books nor knowledge of library technique.

In view of the facts, that present study reveals that out of 30 sample secondary schools of Darrang district only 18 numbers of schools having library facilities. While rest of the 12 schools have no library facilities. The study also figured the respective percentages of the schools having library and it is found that only 60 percent secondary schools of Darrang district have the facility for library. But 40 percent of the sample schools have no such facility. It is observed that though there is library in 60 percent schools, but having no full-fledge librarian. Generally, it is found that a clerk or a teacher is in-charge of the school library. Moreover, there is no book-shelves to keep books in order. One or two Almirahs are used to keep the books. Another basic important need is absent from the school library that is the reading room. A library without having a reading room is less attractive for both the students and taught.

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Considering all above, it may be summarised that due to the lack of library facilities the poor but meritorious students of the schools are unable to fulfill their thrust for new knowledge which caused heavy frustration at the time of competitive examination.

As regards the working days of the secondary schools, Dr. D. S. Kothari has opined that instructional days for schools should be 36 weeks in a year. But from the study it is found that the working days of the secondary schools of Darrang district is not upto that mark due to the following responsible factors:-

i) It is observed that last few years the schools are not held due to different bandh launched by the different organisations. Since 1988, the number of schools situated in the tribal belts and tribal areas of Darrang district remained almost closed for a couple of weeks due to the agitation launched by the All Assam Bodo Students' Union.

ii) Again schools situated in the southern belt of the District remained closed for week together due to devastating floods, de-linking the communication from the other parts of the District. Even the town areas, high schools are closed due to relief camp etc. held in these schools.

iii) Over and above, schools are very often closed or classes are suspended due to the sudden death of some influential persons or political leaders. Therefore, it may be

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summarised that due to the various causes such as flood, bad communication in both northern and southern belts, frequent bundh etc. have contributed a negative approach in the progress of school working days resulting backwardness. Hence one of the hypothesis that bad communication, flood affected areas, spatial pattern and deprivation of modern amenities are the reasonable ground for backwardness of secondary education in Darang district is proved.

As against the relationship between the parents and the teachers and in between the school community, the present study shows that there is no cordial relationship between the parents and the teachers in case of Government provincialised schools. The functions of parent teacher association is rame comparing to private secondary schools. It is perceived that it may be due to the following reasons:-

(1) Provincialised high schools' Headmasters are giving little weightage to parents.

(2) Illiteracy, ignorance and poverty are some of the reasonable causes for this low bond between the parent and the guardians. But we have to watch about the saying of Swami Vivekananda, who said, "The nation lives in a cottage and education must go into the village." It is, therefore, the village school must be made in the centre of village life which should supply the requisite initiative and knowledge for the noble task of rural reconstruction. This may be done by making a close relation between the schools and the community through some organised functions.
But it is seen from the enquiry that this practice of organising school functions are mostly absent in the secondary schools of Darrang except in some private schools. The school should be a symbol to serve the society and in return society should co-operate to promote the standard and values of the schools. But due to socio-cultural isolation of the secondary schools from the general masses it becomes a problem which caused the backwardness in the field of secondary education in Darrang district.

**INSPECTION AND SUPERVISION**

Mr. Adam report (1838) for the first time in India suggested to appoint inspection for schools, in order to raise the efficiency of the teachers and to give them necessary instructions in regards to the methods of teaching on the basis of the recommendation of Despatch of 1854, an inspection on the British lines was set up in 1858. Hunter Commission of 1882 also recommended the appointment of Inspectors for the purpose of checking the quality of instruction. Later, Sadler Commission of 1917, Simon Commission of 1926 and Lord Curzon in 1901 gave several recommendations in regards to inspection and supervision. Explaining the importance of inspection and supervision, the Secondary Education Commission of 1952-53 and the Indian Education Commission of 1964-66 also recommended for a dynamic system of inspection in the field of secondary education.
With the increasing number of schools and its pupils, it becomes essential to safeguard its quality and keep its standards. It is, therefore, imperative to see that the work is properly perceived, carefully planned, rightly executed and prudently directed. This is the domain of educational supervision and inspection\textsuperscript{13}.

In the past, however, there was no democratic relation between the teachers and the Inspectors, they worked with the idea of finding faults and criticising their works. But the modern inspection is a planned programme with experimental and scientific methods. Considering the qualitative development of education the role of inspection has been emphasised by W. M. Ryburn by saying that those who occupy this key position must be people possessing certain qualities as follows\textsuperscript{14}:

\begin{enumerate}
\item Inspector should be a man of education vision, with a wide knowledge of modern development in education and in the philosophy of education.
\item He should possess a broad and liberal mind.
\item He should be constructive rather than destructive.
\item He must be sympathetic.
\end{enumerate}

\textsuperscript{13} Safaya, R. :- School Organisation and Administration. P.338.

To be a successful supervisor besides the above, there need to possess certain other qualities. These personal qualities are scholarship, professional knowledge, cordial relationship and qualities of constructive leadership and so on.

As against the above discussion, in regards to the qualifications, the Inspectors of Assam makes a poor show. Because the present inspectorate give stress upon plan teaching, discipline and written works of the students. They do not give any demonstration lesson. Moreover, they have neither professional training nor professional knowledge. They seemed to ringing the same bell that was rung by the old Inspectors.

So far as the inspection is concerned, the Inspector is expected to have scholarly ability and also should have professional qualifications so as to give the teachers necessary guidance regarding teaching methods. It is observed that most of the Inspectors are not properly qualified to do their works.

But such a decorum has not been maintained in the secondary schools of Darrang district. As for example, an Arts graduate is seen inspecting a Science class while a more Science graduate inspecting the class work of Arts subjects. Thus, how could we expect better guidance and supervision from such Inspectors.

The process of selection of secondary schools Inspectors generally done by the Assam Education Service Department. Besides the academic qualification of the candidates, political influence, favouritism and reservation of Scheduled Caste and Scheduled Tribes
community candidates come to the forefront. On the other hand candidates coming from the Teachers Training Colleges, who possesses first hand knowledge in educational theory and practice are ignored altogether. Quite naturally, this process has resulted adverse affect on inspection and supervision in Assam as a whole. One of the major defects regading inspection and supervision in the District is lack of professional training to the Inspectors.

In Assam there is no provision for higher training institutions for the Inspectors. Not to speak of higher training, even there is no provision of inservice and orientation courses. Now-a-days the SCERT and DIET (District Institute of Education and Training) of Assam offered training facilities to the teachers and Inspectors. Moreover, there is norms for those who wants to be an Inspector that he must passed B. Ed. examination. Inspectors are, therefore, a specialist in the field of inspection and supervision of schools.

The State Council of Educational Research and Training centre (SCERT) of Assam may conduct integrated Diploma courses in educational administration of 8 to 10 months duration emphasising both pedagogies, administration, supervision and field work. To enrol in this institution one has to possesses five years teaching experience, or for a fresh candidates one has to have good academic qualifications.
As against the present study, the sample schools of Darrang district shows that the Inspector sees only those items of the schools in which he is interested. The Inspector stays in the school only for one or two hours. Further, it is revealed that as the Inspectors are not expert in all school subjects, naturally he fails to inspect most of the subjects like co-curricular activities, craft and music etc. It is also observed that the Inspector visits the schools only on the request of the school authorities. The District Inspectorate is very much busy with the file works in the office.

Though the Inspector supposed to inspect all the schools under his jurisdiction, he seldom visits to the schools due to heavy engagement in different official works. Besides his daily routine works he has to meet all the concerning higher officials from time to time, thereby he gets very little scope to visit or to inspect the schools.

Thus, from the above discussion, it may be summarised that lack of comprehensiveness and adequate competency in the inspecting staff, have not been able to create incentives and motivation to the Headmasters and teachers and it has caused academic backwardness in the field of secondary education of Assam and Darrang. Hence, the lack of school administration and supervision as one of the hypothesis is proved and confirmed.
Hartog Committee (1929) for the first time drew the attention to the wide-spread prevalence of wastage and stagnation. This is now a great problem both at elementary and secondary stages. It is observed that in the higher classes stagnation decreases than the lower classes. Again, stagnation among girls is greater than the boys and the degree of stagnation considerably varies from area to area.

Generally 'wastage' refers to the withdrawal of children from any of the classes before completion of the last grade of a particular stage of education. And 'stagnation' refers to the retention of a pupil in the same class for more than one year leading to the disproportionate size of the classes. Thus all students who enter the educational system do not complete the elementary level as a result of which they leave the school or drop out or staggered somewhere in the middle.

As against the above discussion, it may be summarised that in the present secondary education of Darrang district as shown on findings revealed the actual position of stagnation and wastage in the sample schools in different years. The figures on the Table shows that there was 107 stagnant students of 1985 in Class-VIII and again 1612 students enrolled in the same class in 1986, but there remained 1510 students in the Class-IX in 1987 and 119 students stagnant in

the same class in 1986. Hence, the wastage students of 1986 was 90. Again, in the year 1987, the total number of students was 1632 (Along with the stagnant of 1986 and promoted students to Class-IX in 1986), but only 1087 students remained in Class-X and 226 students stagnant in the same class i.e. Class-IX and the wastage students was 319. Again in 1988, out of 1392 students, 413 were successful in the HSLC examination and the remaining 979 students were wastage.

Hence, there are significant differences among the sample schools in the rate of drop out. The rate of drop out is higher in case of schools located at Tea garden areas, in the foothills of Bhutan areas and other Tribal and backward areas of the District. But it is lower in urban or town area schools.

In this regard it is found from the Table in Appendix— that the rate of percentages of wastage in 1986-87 was 5 percent and stagnation was 7 percent. While in 1987-88 wastage rose to 8 percent. Again in 1988-89 total wastage were 5 percent and stagnants were 7 percent as per the findings. Similarly, in 1989-90 the number of wastage were 6 percent and the stagnation were also 6 percent. On the other hand in 1990-91 the rate of percentages of wastage and stagnant students were 7 percent.

Thus from the above findings it may be summarised that the large number of wastage and stagnation in every year have an adverse affect on the general standard educational progress in Darrang district. The large number of failures in the High School Leaving Certificate examination in every year makes a poor achievement in
the field of secondary education of Assam and Darrang district. Unless there is checked in admission and restriction on it the number of failure in the High School Leaving Certificate examination cannot be minimised. Thus, in order to check failures and wastage, the educational administrators should take the bold steps to achieve the qualitative improvement in the field of secondary education.

However, the rate of wastage and stagnation seems to be decreasing slowly in Assam and district Darrang, then it was previously due to extensive educational facilities offered by the educational planners. But in rural areas the rate of wastage and stagnation is still increasing due to the fact of economic and educational backwardness. In case of girls studying in the schools, the causes of drop out attributed to the economic conditions of the parents, engagement as a maid servant, indifferent attitudes towards education and early marriage etc. leads to wastage.

The investigator through his intensive study and contact with different groups of people came to realise about the cause of the wastage and stagnation in the secondary stage of education in the District.

The evils of wastage and stagnation can be treated to a number of causes – socio-economic, educational and miscellaneous.

Socio-economic causes :- Low occupational and educational status of parents, prevalence of such traditions among families as early marriage, unwillingness of parents to send grown up girls to a mixed school, are some of the social factors which contribute to
phenomena of wastage and stagnation. The economic hardship of the parents compelled them to withdraw their children from the schools. Because, at this stage of 14 or 15 years of age, children can easily perform the different house-hold works. Moreover, parents being a poor shape cannot provide them their requirements in time such as books, stationery, school uniform etc. Consequently the child is withdrawn from school long before he completes the secondary stage.

Secondly, among the most serious educational causes inefficient teaching, faulty curriculum, defective methods of examinations, absence of ancillary services, contribute significantly to the phenomena of wastage and stagnation.

It is observed by the investigator that in the district of Darrang where a majority of people inhabited in Tea garden areas and in Tribal belts and blocks and in the foothills of Bhutan have little scope for education as the schools of these areas cannot provide the required amenities to school goers. As such a large majority of these areas children being drop out. Moreover, parents being an agriculture workers, their wards are very much interested in cultivation which caused wastage and stagnation in the District.

Lastly, among the miscellaneous causes the under-nourishment and heterogeneity in the age composition of pupils are the sufficient causes for wastage and stagnation.

The investigator found from the enquiry that quite a large number of school children in Darrang district are under-nourished and so most of the school children suffered from various
types of illness. This is one of the main causes of drop out behaviour.

Moreover, heterogeneity in the age composition of pupils in a class is also one of the causes of wastage and stagnation. Pupils older than the average age have a tendency to drop out, because they feel mentally uncomfortable to adjust with their associates who are quite junior to them. Thus, it is found during investigation that all the above mentioned causes are prevailed in the sample schools of Darrang district. Hence, the hypothesis relating to drop out due to poverty, ignorance, socio-cultural isolation, indifferent attitude towards education etc. give rise to backwardness of the District in the field of secondary education is proved and confirmed.

CO-CURRICULAR ACTIVITIES

The co-curricular activities are indispensable parts of modern education. To-day the idea of co-curricular activities has changed and become an essential part of curriculum. Real education consists in the training of the whole personality of the child—his body, mind, emotions and attitudes so that he may acquire easy mastery over his powers and capacities and take part effectively in varied pursuits of practical life.\(^\text{16}\).

For the all round development of the child the co-curricular activities are urgent necessity both for self-expression and for personality development. To-day education cannot be confined only with the bookish knowledge, rather it demand a harmonised development. Because to-day's child will be responsible member of the society tomorrow. Therefore, greater stress should be given on co-curricular activities in order to produce a democratic citizen.

There are innumerable types of co-curricular activities corresponding to different values. These are social activities, physical activities, literary activities, academic, cultural, creative hobbies, multipurpose and community activities.

The co-curricular activities have tremendous values. It may be summarised on the following points :-

i) This sorts of activities build the young adolescent in this stage. It provides ample scope to develop social and moral virtues.

ii) It develop better understanding, fellow-feeling, toleration, mutual friendship, spirit of sacrifice.

iii) It also develop in children many moral values like self discipline, self sacrifice, honesty, love for truth.

iv) It develops the skill of self Government.

v) It helps to utilise the leisure time profitably.
Thus, it is evident that co-curricular activities play an important role in educating the pupils of all stages of education. But the greatest disadvantages in the present educational set-up in Assam and Darrang is the conspicuous absence of facilities and opportunities for co-curricular activities, where the schools and the teachers do not pay so much of attention to these activities. In order to realise the importance the teachers and the students should keep the balance between the academic and non-academic activities of the schools.

But it is observed from the present study that both the teachers and taught do not takes interest in these activities. There are, of course, several factors responsible for the defects in organising or conducting co-curricular activities in the secondary schools of Darrang district. These responsible factors are :-

(1) Lack of balance between the academic and extra curricular activities.

(2) Lack of interest among the adolescents in its performance. Many of them feels that the authority is imposing these activities on them.

(3) Insufficient Government grants is also responsible in its execution.

(4) Lack of suitable halls or auditorium for indoor games.

(5) There is a common belief that the extra moral activities have affected the students moral character and of academic life. In many occasion parents and teachers protect the students not to participate in these activities.
Moreover, due to dearth of properly trained guides most of the students withdraw their participation from such activities. Again this extra curricular activities do not yield any profit. Hence, in this days of economic hardship parents particularly thinks that their wards should be engaged with same profit earning business instead of wasting their valuable times. Moreover, involvement of co-curricular activities requires some extra expenditure. Thus, the students of rural areas of Darrang district cannot afford such expenses for these activities.

From the above discussion it may be summarised that though the co-curricular activities have tremendous values but these cannot be properly utilised in the secondary schools of Darrang district as the students of this district mostly from the poor families. Hence due to inability to organise those activities in the secondary schools of Darrang district caused the backwardness in this particular field.