A brief review of related study involves evaluating reports of research works as well as opinions of different authors related to actual research project proposed to be undertaken. In this connection, some educationists, historians and social researchers who have thrown a side light on the proposed problem are enumerated below.

Before independence some valuable Despatches, Commissions and Reports have tried their best to find out the drawbacks of secondary education in India with some probable suggestions for its improvement. These were – Woods Despatch of 1854, Hunter Commission of 1882, Lord Carzon’s Educational Policy of 1901, Government Policy on Education, 1913, Calcutta University Commission Report, 1917 and Sir John Sargent Report, 1944.

After independence, the Government of India appointed a Secondary Education Commission in 1952 under the Chairmanship of Dr. A. L. Mudaliar to review the whole organisation of secondary education. In 1964–66, the Education Commission (Kothari Commission) under the Chairmanship of Dr. D. S. Kothari was appointed to reconstruct the Secondary Education in India.

Recently, some of the distinguished educationists have conducted research works in the field of secondary education.
Amongst them, Pillai (1974) conducted his study on organizational climate, teacher morale and school quality.

The specific objectives were to investigate:

(i) The relationship between organisational climate and pupil performance.

(ii) The relationship between organisational climate and innovativeness of schools.

(iii) The relationship between faculty morale of school with the pupil performance.

The sample consisted of 190 Secondary schools, selected from Tamil Nadu.

The major findings of the study were:

(i) Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate.

(ii) Performance of pupils in high morale school was superior to that of the average morale schools which in turn was better than low morale schools.

(iii) The ability of the schools to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools.

(iv) Both climate and morale were positively and highly related to both criteria, namely pupil performance and innovative ability of the schools.

(v) There was a high correlation between climate and morale.
2. Similar attempt were made by Shelat (1975) by carry out his study on organisational climate, teacher morale and pupil motivation, towards institution in Secondary schools of Boroda District. The major objectives were:

(i) To measure and identify organisational climate, teacher morale and academic motivation of pupils.

(ii) To find out the nature of inter-relationship between organisational climate and pupil motivation, organisational climate and pupil achievement, teacher morale and academic motivation of pupils.

(iii) To examine the relationship between organisational climate and its correlations with reference to the location, size and effectiveness of schools.

The sample consisted of 100 High schools selected from the thirteen taluks of Boroda District:

Major findings of the study were:

(i) The organisational climate in rural schools was autonomous and paternal, whereas in urban schools closed and open types were predominant.

(ii) Greater percentage of small size schools and open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate.

(iii) Most of the high achievement schools and closed climate and low achievement schools had open climate.
(iv) No relationship existed between the age of the teacher and school climate.

(v) Leadership behaviour did not influence pupils academic achievement.

3. Samrong Pengnu (1976) investigated the problem of organizational climate and teacher morale in Secondary schools in the Central Zone of Thailand. The major objectives of the study were:

(i) To identify organizational climate of each of sampled schools on certain points, i.e. openness on the one end, closeness on the other.

(ii) To measure teacher morale of the sampled schools.

(iii) To examine some of the results yielded by the present research pertaining to climate, morale and leadership interlodgeing them with some selected independent variables.

Sixty Secondary schools were selected randomly from the total of 105 schools in the City of Bangkok. The study revealed the following:

(i) In the Central Zone of Thailand, majority of schools (50%) belonged to the intermediate climate type and the least (15%) belonged to the closed climate type. The open climate schools constituted thirty percent of the total number of schools. All the three categories of climate were distributed over the four regions.

(ii) Open climate schools were highest in the west region and lowest in the east region.
(iii) In open climate category, 33.33% were boys' schools, 11.11% were girls' schools and 55.66% were mixed schools.

(iv) Of the total schools sampled 36.6% had high teacher morale and 33.3% had average teacher morale and 30.1% schools had low teacher morale.

4. Tripathy (1962) confined his study on the problems of private Secondary schools in the District of Cuttack. The significant findings are given below:

(i) Most of the schools surveyed have deplorable financial conditions which caused deterioration in the standard of teaching, degradation in the tone and morale of the school and resultant indiscipline among the pupils.

(ii) Teaching personnel in most of the schools is inadequate and has no requisite educational and professional qualification.

(iii) The system of management and the procedure of their business in conducting the affairs of the schools are defective.

(iv) There is no cordial and friendly relationship between the management and the school staff.

(v) Most of the schools lack suitable buildings, materials and equipments.
5. Ahluwalia (1968) in his article Secondary Education in India reports that the present day secondary education has many defects. Research can do much in eliminating these defects. The studies of Adolescence are of prime importance. Studies of administrative community relationship can also have a priority, studies of teaching satisfaction as related to teacher participation in the administration of an educational institution may also be undertaken. Broad based studies concerned with various aspects of the impact of democracy on secondary education and covering the whole country needs research.

6. Nair (1976) made a survey in the Trichur District which was confirmed to the Secondary school teachers. The teachers socio-economic conditions were ascertained through a questionnaire and the teaching ability was assessed both by the Headmasters and the pupils. Having analysed the data and also taking into account some related studies conducted by some educationists, the investigator has drawn certain inferences such as - age, sex, caste and the locality of the schools, have no significant influence on the teaching ability. The teachers parental socio-economic conditions have a negative influences.

The teachers from lower strata of society were found to be better than those coming from the upper strata of the society and the private school teachers in general, have better scores over the Government school teachers.

In 1970, Devi did a comparative study of the problem of private and Government High schools in the District of Mayurbhanj. She found in her study that the financial condition of most of the
schools are ill equipped and ill staffed, and very few schools have science teachers. Again most of the schools lack suitable building, proper departmental supervision is absent in the schools. The teachers are over burdened with heavy work and their economic condition is also far from satisfactory.

In fact, there are various stray references which may be introduced here from different thesis and publications.

B. Pathak (Development of Secondary Education in Assam with special reference to the period 1919 to 1947). A dissertation of London University. This dissertation states clearly about the existing position of Secondary Education of Assam during this period. The major objectives were to develop the Secondary Education of Assam.

Das, L., : "Development of Secondary Education (Guwahati,1974) in Assam from 1874 to 1947 and its impact on the social development." The major objectives of the study were :-

To attend the development of secondary education from 1874 to independence period and its impact on social life. The major findings revealed that the secondary education during pre-British days were slow while it expanded only after the independence.

Since the advent of British rule in Assam, some famous historians and social scientists have contributed many valuable writings in the form of social studies. The most prominent among them are the following :-
1. Mukherjee, S. N., "Education in India To-day and Tomorrow". (Acharyya Book Depot, Boroda, 1969).
Again in the very recent times, in regards to administration and management the following educationists have suggested many novel and pragmatic plans for the future of Secondary school management of administration. They are:


Over and above some valuable recent publications and magazines are also included here to review the study.

5. Kundu, C.L., Indian Year Book on Teacher Education, Kurukhetra University.
This book is devoted to an examination of the problems of teacher education in the broad context of national development.


It is observed from the above related studies that much work has yet to be done in the field of secondary education and therefore, it seemed quite appropriate to the investigator to study into the problems of secondary education of Assam with reference to Darrang District.