CHAPTER-I
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School education has been considered as an important segment of the whole educational structure, contributing significantly to the individual as well as national development. It is very rightly said that "as is the education, so is the society". Education has an important role to play in the development of the society and schools are the places where the future of the country is shaped up. Ours is a democratic society and the success and failure of democracy depends very much upon education. For moulding a better society based on democratic ideals, we must turn to schools and make them better than what they are today. Only better schools can make better society.

Secondary school education is said to be the most important period in a person's life. It occupies an important place in the scheme of educational development of a country. The definition of secondary education has been given differently in the different parts of the country. In some places secondary education begins at 11, in others at 12. It was suggested by the Education Commission of 1964-66, that term "primary education" for the first seven to eight years and the term "secondary education" be given for the term following four or five pre-university years.

The role to be played by secondary education is very vital. On the one hand it prepares pupils for higher education and on the other it provides teachers for both elementary and adult education. Besides for a vast majority of population secondary education marks the completion of education. Even the minority which goes for higher education can not take full advantage of it unless they have received a solid grounding in a sound secondary education.

There is an unprecedented increase in the secondary school
population representing a wide range of social, economic and scholastic background population than ever before. The demand for secondary education is increasing and with it the schools are also being established to meet the demands. But these increases in enrolment, the number of schools, teaching personals and cost of education does not tell the entire story. The secondary education which is the central link in the whole education scheme continues to be the weakest.

These mushrooming and haphazard growth of secondary schools has created educational, academic, administrative and social problems. Even after so many years of our independence, the remotest areas of our country do not have proper secondary schools to meet the needs of the pupils. Instead of fulfilling its aims and objectives as suggested by the Mudaliar Commission of 1952-53, that is— Development of democratic citizenship. Improvement of vocational efficiency, development of personality and education for leadership, it is derailing in its path of achieving these aims. Unfortunately there is predominance of examination in our education system from early classes onwards and what teachers and students do both within the classroom and outside are determined by them. The defective system of our education does not make them realise that they are not expected to learn anything by heart but they are expected to work it into their system of knowledge. Schools of today impart mostly passive and receptive learning and it is much civilized. At the end of secondary education only those students are created which are very nominally educated.

Improving the quality of secondary education needs to be given highest priority by all the people concerned, as there is no existence in the present world without quality. There is no denying the fact that quality of secondary education is deteriorating day by day and there is need for drastic change with better planning and dedicated human effort, so as to enable the students to face the challenges of the
dynamic world. The first step towards achieving this objective will be to improve the existing conditions of secondary schools so as to mould better individuals with better ideals of life.

1.1 BACKGROUND PERSPECTIVE OF ASSAM:

Assam is situated in the North-East corner of India, is well known for her diversified and rich cultural heritage and also for her natural beauty. She is covering an area of 53,226 square miles, lying between the twenty second and twenty eight degrees of north latitude and between eighty ninth and ninety seventh degrees of east longitude.

Over the years people from different origin, ideas and means of production came to Assam and mingled with the aboriginals to shape up a new culture and mode of living. In the medieval period, Assam could successfully resist the eastward expansion of the Turkey-Afghan and the Mughal rulers of India towards Burma and beyond. She maintained her independent status till 1826, when finally she passed on to the hands of the British ending the six hundred years of old rule of the Ahom, an off-shoot of the Tai and the great Shan stock of south east. Since the revolt of 1857, Assam has completely identified herself with the main-stream of Indian culture. In the national struggle for freedom as she played a part no less significant than other states of India. Ever since independence, she has been sharing the weal and woe of the nation and contributing towards the country's progress.

In epigraphs and literature Assam has been referred as pragjyotisha and later as Kamrupa. Because of the deficiency in pure and reliable historical material little is known of the history of Assam before the rise of the Varmans in the 4th century A.D. So far as history goes the earliest known king of ancient Assam was a neo-Aryan named Mahiranga Danava followed by many illustrious monarchs Narakasur, Bhaskar Barman, Sukapha, Rudrasingha who
administered Kamrup/Assam different times contributing greatly towards the growth of modern Assam. Besides there were many powerful generals like Lachit Borphukan, Chilaray, various saints and seers like Sankardev, Madhavdev etc. who adorned the pages of history.

Situated in the extreme north-east frontier of India, and borders on the hill states of Bhutan, Arunachal, Nagaland, Manipur, Mizoram, Tripura and Meghalaya in the vicinity of China and Tibet on the north, Myanmar on the east and the south and of Bangladesh on the west. Physically Assam is divided into two valleys—the Brahmaputra valley or the Assam valley and the Surma valley or Barak valley. The Brahmaputra flows majestically through the heart of the Assam valley. Another river the Surma, with its tributary, the Barak, flows through the Surma valley. The Brahmaputra valley is an alluvial plain comprises the present District of Bongaigaon, Dhemaji, Goalpara, Dhubri, Kokrajhar, Barpeta, Nalbari, Kamrup, Darrang, Nagaon, Morigaon, Sonitpur, Jorhat, Golaghat, Sibsagar, Dibrugarh, Tinsukia, Lakhimpur, Karimganj, Hailakandi and Cachar. The major part of the Surma valley is within the present Bangladesh, only a smaller triangular part of it known as the Barak plain forming the district of Cachar falls within the present state Assam.

The capital state of Assam is Dispur. Presently the total population of Assam in 2,66,38,407 with the land area of 78,439 square km. According to the census of 1991 the literacy rate of Assam is 64.28. The total number of High Schools is 3967.

Kamrup a centrally located district and hub of all important activities (having the capital) is endowed with all natural potentialities. According to the census of 1991, Kamrup has a population of 25,15,030 with an area of 4345 square kms. In the same census report it has been found that the literacy rate of Kamrup in 74.69 with 135 high schools.
1.2 THE HISTORY OF ENGLISH EDUCATION IN ASSAM:

With the consolidation of British rule in Assam and the consequent introduction of new rules and regulations relating to general administration, the products of the indigenous system of education were found ill-equipped to man, the subordinate services in the new administrative setup. At that period of time educational institution were controlled by the priestly class. David Scott, the Agent of the Governor General, North-East Frontiers realised that the introduction of any scheme for secular education affecting their monopoly would produce great dissatisfaction and resentment which might be prejudicial to the interest of the British. He, therefore left the indigenous system undisturbed and continued to make grant of land mostly in lower Assam.

In early 1826 with the approval of the Government of Bengal, he made additional quests for the establishment of several indigenous schools in upper Assam and in lower Assam. In 1831 Adam White, the Collector of Gauhati rewarded several students of these institution by placing them in Government services, who were from aristocratic Assamese families.

But the Scott's policy of conciliating the ex-official aristocracy soon proved a dismal failure. Under the former Government these officials were not required to read or write for this respective calling. They were simply amazed at the sight of the new administration requiring written documents and intricate transaction in accounts. Hence they proved themselves not only 'incompetent but mere source of headache' to the European functionaries. Consequently they had to make room for 'men of business of inferior ranks' recruited mostly from the neighbouring district of Bengal.

Within a short time, the new recruits commonly known as Amalahs' formed the connecting link between Government and the
Governed. Outsiders as they were, the amlahs had no permanent interest in the soil. They felt tempted to exploit the local people as best as they could. The gravity of the situation was realised by T.C. Robertson who succeeded Scott as Agent to the Governor General in April 1832. He felt that the position of the Government would be jeopardized unless immediate steps were taken to educate the local people with a view to absorbing them in Government services. He drew up an elaborate plan under which a number of institutions were to be started with the aid of the 'Moravians: the Christian Missionaries who were expected to be readily available.' But the scheme did not receive the approval of the Government.

Captain Francies Jenkins who succeeded Robertson in early 1834, alarmed at the sight of non Assamese in almost all the Government offices, which could result into serious consequences. He conceived that in a backward province like Assam education should be a state responsibility. He, therefore, strongly urged the Government of India in his letter of 21 June, 1834 for the establishment of English schools under the supervision of European in Gauhati, Nowgong, Darrang and Bishwanath. He envisaged educating a few Assamese youths in Calcutta through English education. Initially teachers capable of giving instruction in Bengali and English would be produced from the neighbouring district of Bengal.

It may be pointed out that until the early years of the nineteenth century, the attitude of the east Indian Company towards education of the Indians was one of total indifference. However, the Charter Act of 1813 made education a State responsibility and set apart for each year one lakh of rupees for the growth of education. It was not until the appointment of the General Committee of public instruction in 1823 that definite steps were taken for the promotion of education of the natives of India. Before long a controversy arose amongst the members of the Committee as to the nature, medium and agency for the spread of education. Some favoured the continuation of the classical language, while others advocated the promotion of useful knowledge.
through English medium. Since both the groups were equal in strength, the controversy dragged on for 3 years. Ultimately on the 7th March 1835, Lord Bentinck, Governor General of India, supported to promote European literature and science amongst the people through the medium of English language.

The proposal submitted by Jenkins reached the General Committee of public instruction at a opportune moment and readily received the approval of the Govt. When the portals of the public services were thrown open to the English educated people the demand for English education was also on the increase. Towards the close of 1839, two Bengali medium branch schools were set up, one at Nilachal another at Pandu near Gauhati. Even these could hardly meet the growing demand of the people, particularly of the remote 'paraganas'. Committee recommended the establishment of an English school at Gauhati and in July appointed Mr. Singer as its Head Master and the school started functioning. In the beginning, there were fifty eight students of whom forty one were regular in attendance. In December 1835, scholars increased to 113. In 1836, it rose to 197. In 1839-40, the school attained a permanent footing with the increase in enrolment to the tune of three hundred and sixty six. Being satisfied with the progress in English education in Assam Jenkins, the Commissioner felt that it would not only enable the Government to fill up the vacancies in the Government offices with people of the soil but also provide the means of spreading education amongst the masses where guardians dislike to send their wards away from home on account of their poverty and prejudices, although they were equally eager for English education. To cater their demand; additional branch schools were started in Beltola and Amingaon in 1840; and one in North Gauhati in 1841; the total number of the pupils of these five branch schools including Gauhati school rose to 523 in the year 1840-41. Sibsagar being too far from Gauhati an anglo vernacular school
was started in February 1841. The flourishing condition of the school encouraged Lt. Brodie, the principal Assistant, Sibasagar, to urge the Government for the sanction of eight village schools and two branch school at Jorhat and Joypur. In this way English education was started in Assam in the days of British rule in India.

**1.3 GROWING DEMAND FOR ASSAMESE AS A MEDIUM OF INSTRUCTION:**

Before the advent of the British the indigenous schools were run by the priestly class. During the days of East India Company's rule in Assam these schools followed traditional instruction in regard to the course of studies. The medium of instruction was Sanskrit because education was intended mainly for pupils of Brahmins and upper castes.

For diversification of education before long there grew demand in changing curriculum and medium of instruction. In April, 1831, in lieu of Persian, Bengali was made the court language in Assam. To enable the pupils to acquire a working knowledge of this language, Bengali was also made the medium of instruction in village schools. Suitable Assamese elementary books were then not available and the language itself was in its formative stage. Moreover, the British had no idea or knowledge about the local language of Assam. Under the circumstances, there was no other way out to run the administration. As local talent was not available man from Bengal were brought to serve the needs of the foreign rulers. Hence they brought some people from neighbouring districts of Bengal to help them in official activities. Assam came under the British occupation nearly twenty years after the establishment of British sway over Bengal. These people came into contact with the British earlier since they came under the rule of the British. It was this circumstance that enabled the Bengali
intelligentsia to be trained in the English language and this was how the Bengali clerks were brought to Assam by the British rulers. Therefore, they tried to mislead the Britishers that Assamese is not an independent language and it is the subdialect of Bengali.

The authorities at Fort William aimed at establishing a uniform pattern of administration with that of Bengal. Accordingly, in 1838, James Matthie, the collector of Kamrup employed Bengali ‘pandits’ to take upon themselves the duty of diffusing elementary instruction in reading, writing and arithmetic through the medium of Bengali. But Bengali was unintelligible to the majority of the people. So the progress of education was miserably poor. The difference in results arising from medium of instruction was demonstrated by the fact that the Government village schools continued Bengali as the medium of instruction whereas the Mission schools introduced vernacular as the medium of instruction.

The unsatisfactory state of village schools was noticed by the Inspector of schools in 1845. He found that the pupils of almost all these schools even after completion of their studies forget many things within a short time. Mills during his enquiry into state of administration in Assam in 1853, realised the urgency of imparting instruction through the medium of instruction.

The Despatch of 1854 recommended that in any system of education the study of the language which were understood by the great majority of the population should be encouraged. The council of education in Bengal exhibited total indifference in this regard. The missionaries were the first to give open expression to the demand for recognition of Assamese as the medium of instruction. Their contribution to the cause of Assamese literature was
immense, evidenced by the well known fact that they published the first ever magazine in Assamese, Aronudoi. The lead was taken by Revered Bronson, Danforth, Anandaram Dehkial Phookan. From their long acquaintance with the people and the familiarity with the language the Missionaries found that the prescribed Bangali books were not easily understandable, yet the pupils were to learn Bengali to obtain some subordinate posts under the Government.

Despite arguments of the Missinaries, William Robinson, the inspector of schools, raised his voice of protest against educating the people in Assamese which according to him, was not different from Bengali language. The controversy dragged on for several years without affecting any change in the existing system. James Murray who succeeded Robinson as Inspector of Schools in 1863, perceived the evil effects of enforced use of Bengali in Assam schools. In his letter to the council of education in 1863, he pointed out that Bengali appeared to be a quite different language to the Assamese. Bengali would not be learnt at all in Assam if it was not made the language of the Courts.

George Campbell, the Lt. Governor of Bengal supported the views of Murray. He was convinced of the fact that the aim of the Govt. that of extending Primary Education amongst the masses would be done only through the medium of 'real indigenous languages'. Without entering further into controversy he decided to appoint teachers from the same social and intellectual stratum of each village and to diffuse that kind of education through their mother tongue to those village boys who would be able to take care of their own people. Thus through earnest endeavours of George Campbell in 1979, Assamese was recognised as the medium in lieu of Bengali for schools and courts of Assam Valley districts, but for the Bengali populated district of Goalpara, Cachar and Sylhet, Bengali continued as medium of education and administration.
1.4 PRESENT EDUCATIONAL STRUCTURE OF ASSAM:

As in the rest of the country, Assam has introduced the 10+2+3 national pattern of education since 1973. However there is a major deviation from the national norm of ten (10) year schooling—the state has retained the system of four years of primary stage. Instead of the 5+3+2 pattern of schooling up to the secondary stage, the 4+3+3 pattern is followed, that is, four years of primary education is followed by three years of upper primary and three years of secondary education. A small percentage of primary schools in the urban areas provide pre-primary education facilities to the children.

The facilities for pursuing the +2 stage of education is available to the students either in the higher secondary schools under the control of the Directorate of school education or in the higher secondary section attached to the degree colleges under the Directorate of higher education. This quality in control has resulted in a number of problems—financial, administrative which have ultimately affected the quality of education.

In accordance with the national pattern of school education, the students of Assam studying in schools affiliated to the Assam Board of secondary schools are required to take, after the completion of Class-X, the secondary examination conducted by the Board. After successfully clearing the class-X public examination, the students are eligible to the +2 stage. A student on passing class-X, may also join the polytechnics or the junior technical schools to pursue technical education at the diploma level. At the end of class-XII, student have to take the higher secondary examination conducted by the Assam Higher Secondary Council which is in charge of education at the +2 stage.

There are a few schools in the state which are affiliated to the
Central Board of Secondary Education (CBSE), the students of these schools are required to take public examination conducted by CBSE at the end of class-X & XII.

After qualifying in the Higher Secondary Examination students are eligible to join the next stage of education that is the colleges of general education to pursue the undergraduate course in Arts, Science or Commerce at the first degree in Arts (B.A.), Science (B.Sc.) or Commerce (B.Com). A student on successful completion of higher secondary stage is also eligible to join the professional courses in Engineering or Medicine, at the state Engineering Colleges or Medical Colleges leading to the Bachelor’s degree that is B.E. or MBBS. Post graduate students in Arts, Science or Commerce may be pursued by a student at any university in the state. There are teacher training institutions which offer undergraduate and post graduate courses (B.Ed. and M.Ed.) to prospective teachers and to those in service.

The Government plays a major role in the field of education bearing the entire cost of education at the school level in Government institutions. In Assam, a majority of the schools are provincialised whereby the services of the school teachers and all other school staffs, including the grade-IV employees, are brought under the state Government pay structure. Provincialised schools are also therefore termed as Government institution. A small number of institutions are under the private management. The district councils in the hill areas and the municipalities in the urban areas are active in the sector of primary education.
ASSAM
EDUCATIONAL STRUCTURE

Figure-1

AGE IN YEARS

CLASSES

PRE-PRIMARY

PRIMARY

UPPER PRIMARY

SECONDARY

HIGHER SECONDARY

DEGREE COURSE (B.A., B.SC. & B.COM.)

M.Phil., Ph.D.

BY.Sc.

MV.Sc.

B.Sc./Agr

M.Sc./H.Sc.

B.Sc./H.Sc.

M.Sc./Agr

LL.B./L.L.M.

B.Lit., M.Lib.

B.Ed., M.Ed.

LL.B./LL.M.

B.Ed., M.Ed.

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1.5 THE EXISTING POSITION OF GOVERNMENT AND PRIVATE SECONDARY SCHOOLS:

The Directory of Secondary Schools—Madrassas recognised by the Board of Secondary Education, Assam and published by the Board has recorded 654 (Vernacular, English) Secondary schools which includes 12 Madrassas in Kamrup District alone. Schools that have been granted recognition have already been included in the directory. The number of Government and provincialised school is 279. A majority of the privately managed schools being under the unrecognised category, it is difficult to obtain an official list as such. However, since the board implemented the system of registration of students for the High School Leaving Certificate and Assam High Madrassas Examination it is now possible to get a fair idea of the number of privately managed schools in the district. From records available at the registration branch of Board of Secondary Education, Assam it is found that the number of such school is 95.

While a bulk of privately managed schools are English Medium of late a number of privately managed vernacular medium schools have made their appearance. Mention may be made of Sankardev Vidya Niketan, a school privately managed by Akhil Bharatiya Vidyarthi Parishad, Gurukul School and Jatiya Vidyalaya, as examples of privately managed vernacular medium schools.

There is no doubt that the number of Government and provincialised schools is higher than the number of private schools. In case of Government schools, they have their own buildings and employees are bound to work under the State Government rules and regulations. But in case of provincialised schools, the buildings are non-Government but the employees are deemed to be Government in the sense that they come under the same concrete rules. However, while in case of Government schools where employees can be transferred, in case of provincialised schools except mutual transfer, employees can be hardly transferred.
On the other hand in case of privately managed schools the situation is remarkably different. These schools do not follow the state Government's rules and regulations. They maintain their own pattern of administration which seems to be rigid to a great extent.

Private schools which started showing in urban areas are now expanding day by day even in rural and remote areas. These schools are taking the shape of an industry, so much so that everybody wants to open a school, may be a bank employee, policeman, businessman or a retired Government person.

This obviously compells one to ponder over the reasons, why parents do not want to send their children to schools, where education is free, books and uniforms are not required, teachers are trained, well paid and can speak the local dialect.

Immediately, the answer which comes to the mind is that every parents has some expectation from a school. He knows that school can make or mar the future of his child. He desires that kind of education, which contributes to the all round development of the personality of his child. It should provide a base for future social life. Fluency in English is another major attraction, which will enable him to sit in different competitive examinations.

The private schools which are quite commercial in nature face tough competition among themselves. To attract more and more students to their schools they offer strict discipline, regular classes, more personality development activities and above all good results with sincere teachers. With so much offerings these schools naturally looks better when compared with that of Government Schools.

But even then one can not deny the significant role the Government schools plays in the whole educational scenario. In order to keep pace with the rising popularity of private schools, a well thought out plan should be brought out to raise the standard of Government schools in the greater interest of the society.
1.6 MEANING OF THE TERM SCHOOL ORGANISATION:

"The organisational phase is chiefly concerned with making arrangements that permit the beginning of purpose realisation. It may also be a process of making new arrangements to replace old one's. In this case call it re-organisation, but it is actually the same process as well it is called organisation. In fact most of what we call organisation is really re-organisation". French -Hauill and Dodds.

The organisational aspect of a school is mainly concerned with those systems and processes which contribute to the achievement of the set goals. School organisation covers all those human and physical factors which may be made available in a properly organised manner for attaining the object in view.

"It (organisation) is a machine for doing work”. It is a systematised structure or body may be composed of persons, of materials or of ideas, of concepts— tangible or intangible in nature to achieve certain objectives.”

In the words of Ordway Tead— "A growing organisation arises out of a deliberate association of persons observing to accomplish something together, to realise certain defined objectives which individual persons either could not do for themselves or could not do so well. The persons as they continue to associate, create a small society or community or ‘social system’ as someone has called it, which has many of the characteristics of the larger society.”

School organisation envisages a system in which teachers, students, headmasters and other related persons join in a team spirit to undertake the task of running the school on sound lines. It comprises of the act of organising all available physical and human resources in a proper system for attaining educational objectives. Organisation of the school regulates activities and working in an efficient manner.
Rayburn called the schools "co-operative society where co-operation is taught. In order to help the functioning of the society in an organized and efficient manner the organisation has to be built-up."

For efficient and smooth running of the school, organisation is must. It is the only means whereby orderly progressive work can be carried out. Organisation is not primarily a matter of arrangements, construction of time table, scheme of duty, types of building, maintenance of school records and registers and curriculum. It is primarily a matter of our attitude to our work and to those with whom we work. The aim of our work and the children with whom we work are our first consideration. The central fact in the school is the child and our organisation must do nothing to hinder the development of the child, but on the other hand must help forward that development. Our school organisation should therefore be so framed that every activity is directed towards this double object of developing the spirit of co-operation and ability to work with others and creation of a world in which the individual, child shall have freedom to develop according to his interest and bent. Organisation as such is not an end in itself. It is the means to achieve certain objectives.

1.7 MEANING OF THE TERM ORGANIZATIONAL CLIMATE:

Most individuals who are members of an organisation become quite sensitive to the climate of their particular groups and of the organisation as a whole. They sense the climate in terms of their perception of the prevalent attitudes and the psychological qualities of this relationship.

The terms ‘morale’, “feelings”, “atmosphere”, “friendless” or “hostility”, “consideration” and “informality” are all used in describing generalized perception of climate. Distinguishing school climate from that of other types of organization such as business, industry, public
For a long time the term climate has been rather generally and imprecisely used to describe the "feeling" or "atmosphere" of organisation. The term organizational climate has been given somewhat more precise meaning in recent years, through the contribution of a number of researchers.

Chris Argris (1957) is generally credited with the first attempt to describe systematically the factors which comprise 'organizational climate' in a study of organizational relationship in a Bank. He used the term "personality" for organizational climate.

The following excerpt from Halpin's (1966) "History and Research in Administration" can be quoted to clarify the concept of organizational climate.

"Anyone who visits more than a few schools notes quickly how schools differ from each other in their feel. In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school the brooding discontent of the teachers is palpable, the principal tries to hide his incompetence and his lack of direction behind a cloak of authority, and yet he wears his cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and officious. And the psychological sickness of such a faculty spells over on the students who, in their own frustration, feed back to the teachers a mood of despair. A third school is marked by neither joy nor despair, but by hollow return. Here one gets the feeling of watching an elaborate charade in which teachers, principal and students alike are acting out parts. The acting is smooth, even glib, but it appears to have little meaning for the participants. In a strange way the show does not seem to be 'for real'. And, so, too, as
one moves to other schools, one finds that each appears to have a 'personality' of its own. Just as individuals have personalities, so do the schools. It is this 'personality' of the school that Halpin described as the organizational climate of the school, that is, personality is to the individual what organizational climate is to the organization. Hence the distinctive personality of each and every school is very much visible as one moves from school to school.

Katz and Kahn in their book social psychology of organization (1966) subscribed the following definition of organization climate—

Organization climate is developed by the organization. It reflects the struggles, both internal and external, the type of people who compose the organization, the work process, the means of communication and the exercise of authority within the individual organization.

Thus it is clear that an organization's climate is developed by each organization reflecting both its internal and external struggles, its people, environment, heirachy and the goal its working for. The goal of an organization has a direct reflection on its climate. In a nutshell, the working behaviour of an organization makes its climate.

Litwin and Stringer (1968) define organizational climate as—"A set of measurable properties of the work environment, perceived directly or indirectly by people who live and work in this environment and assumed to influence their motivation and behaviors."

Thus organization is a group of people working together for a common goal. The group of people working in an organization has a direct impact in shaping its climate. A set of measurable properties of the work environment such as honesty, integrity, dedication, esprit and the like comprise the major parameter of an organizational climate. Other major human factors are the motivation and behaviour upon the working group. Maintaining a proper level of motivation and
good behavioural practices help keeping a proper organizational climate.

In studying the organizational climate an useful lead was given by Halpin and Croft. In the process, to start with they tried to focus their attention on three factors -Social needs (Individual factor). Esprit (group factor) and Social control (leader factor).

Social needs factor is directly related with teachers. It throws light on the kind of relationship the teachers share with others in the school and the satisfaction they get after fulfilling their own individual needs.

Esprit is a group factor. It reflects the relationship between the principal and the teachers and in general the overall mood of the staff as a group.

Social control relates to the principal. Principal may have a strong need for dominance, in order to meet the expectation of the different people concerned. Teachers may perceive this control as democratic or autocratic.

For measuring the organization climate they used two sets of behaviors, viz. the principal's behaviors and the teacher's behaviors in his concept of 'organizational climate.' The two sets of interactional behaviours of Halpin include following eight dimensions or components.

**A -Dimensions of Teacher's Behaviour :**

1. **Disengagement** : Refers to the teacher's tendency to be "not with it". This characterises a faculty which is merely" going through the motions. "It is a group which is “not in gear.

2. **Hindrance** : Refers to the teacher's feeling that the principal burdens him with routine duties, committee demands, and other
requirements, which interferes with his primary responsibility to teach. Teacher's perceive the principal as hindering rather than facilitating their work.

3. **Esprit**: Refers to the teacher's feel that their social needs are being satisfied and they are, at the same time, enjoying a sense of accomplishment in their teaching.

4. **Intimacy**: Refers to the teacher's enjoyment of friendly social relation with each other. This dimension describes a social satisfaction which is not necessarily associated with task accomplishment.

**B - Dimensions of Principal's Behaviour:**

5. **Aloofness**: refers to behaviour of a principal which is formal and impersonal. Such an individual “goes by the book” and prefers to be guided by rules and policies rather than to work face to face with teachers.

6. **Production Emphasis**: is the behaviour of the principal which is characterised by close supervision of the staff. He is highly directive and plays the role of a “straw boss”. His communication tends to go in one direction only and he is insensitive to feedback from this faculty.

7. **Thrust**: refers to behaviours of the principal which is typically an effort to “move the organization”. The principal motivates by setting a personal example of industry. He asks of teachers only that which he willingly does himself.

8. **Consideration**: is that behaviour of the principal which is characterized by an inclination to treat teachers ‘humanly’ to try to do a little something extra for them in human terms. Such behaviours is apart from rules and stated policies.
On the basis of these eight dimensions organizational climates of the schools can be categorised under following heads —

(1) Open climate
(2) Autonomous climate
(3) Controlled climate
(4) Familiar climate
(5) Paternal climate
(6) Closed climate

The characteristics of each of these climate types may be described after the Halpin and Croft research as follows—

1. **Open climate**

   High esprit
   Low disengagement
   Low hindrance
   Average intimacy
   Average aloofness
   High consideration
   Average thrust
   Low production emphasis

   In the open climate teachers enjoy extremely high esprit, they work well together without whickering and gripping. The principal's policies facilitate the teachers accomplishment of their tasks. On the whole the group members enjoy friendly relations. The behaviour of the principal represents appropriate integration between his own personality and the role he is required to play as principal. In this respect his behaviour can be viewed as genuine. Not only does he set an example by working hard himself, but depending upon the situation he can either criticise the actions of teachers or go out of his way to help teachers. He is not aloof. He does not have to emphasise production because teachers indeed produce easily and freely.
2. **Autonomous climate**

   High esprit  
   High intimacy  
   Low disengagement  
   Low hindrance  
   High aloofness  
   Low production emphasis  
   Average consideration  
   Average thrust

   In autonomous climate teachers are engaged in their work and they achieve their goals easily and quickly. They work well together and accomplish the task of the school. Teachers are not hindered by administrative paper work, but the principal does remain aloof from teachers, for he runs the organization in a business like and a rather impersonal manner. He is genuine and flexible but his range of administrative behaviours as compared to that of the Principal in the open climate which is somewhat restricted.

3. **Controlled climate**

   High esprit  
   Low disengagement  
   High production emphasis  
   Low consideration  
   High thrust  
   Average aloofness  
   High hindrance  
   Low intimacy

   The controlled climate is marked above everything else by a press for achievement at the expense of social needs satisfaction, everyone works hard and there is little time for friendly relation with others or for deviation from established controls and directives. The climate is over weighed towards task achievement and away from social need satisfaction. The principal is dominating and directive.
4. **Familiar climate**

- High disengagement
- Low hindrance
- High intimacy
- Average esprit
- High consideration
- Low aloofness
- Low production emphasis
- Average thrust

The main features of the familiar climate is the friendly manner of both the principal and the teachers. Social needs satisfaction is extremely high while little is done to control or direct the group activities toward the goal achievement. Teachers seem to be disengaged. The principal does not burden the teachers with routine reports, in fact he makes it as easy as possible for them to work. The behavioural theme of the principal is essentially 'let's all be a nice happy family' feeling.

5. **Paternal climate**

- High production emphasis
- High disengagement
- Low hindrance
- Low intimacy
- Low esprit
- Average thrust
- Low aloofness
- High consideration

The paternal climate is characterized by the ineffective attempts of the principal to control the teachers as well as satisfy their social needs. This climate is partly closed one. The teachers do not work well together. Group maintenance has not been established because of the principal's inability to control the activities of the teachers. The teachers do not enjoy friendly relations. There is low esprit.
6. **Closed climate**

High disengagement  
High hindrance  
Average intimacy  
Low esprit  
Low thrust  
High aloofness  
High production emphasis  
Low consideration

The closed climate has a distinguished feature of little satisfaction in respect to either task achievement or social needs. The principal is ineffective in directing the activities of the teacher, at the same time he is not inclined to lookout for personal welfare. This climate is the most closed and the least genuine. The principal does not facilitate the task accomplishment of the teachers. Their friendly relations is the only silver lining for teachers in this climate type schools. The principal is highly aloof and his words are hollow, as he does not have thrust and fails to motivate teachers. There is no consonance between his words and deeds. He is perceived very low in consideration. He fails to provide adequate leadership to the group.

1.8 **STATEMENT OF THE PROBLEM** :

Taking into account the existing organizational climate of both the Government and privately managed high schools, the investigator felt the need to identify the organizational climate of both the types of school. The investigator finds it appropriate to have a better knowledge in this area, which will ultimately prove to be very helpful to her in the long run. Along with the identification of organizational climate of both these types of schools the investigator desires to make a comparative study between Government and private secondary schools of Kamrup District. The general mood amongst the people is that private schools has an edge over the Government schools. It was felt that better professional management, regular classes and longer
academic sessions are what have been marked as the secrets behind the success of the privately managed schools. So, it was felt necessary to know thoroughly about the factors, because of which the Government high schools are lagging behind and the factors which are responsible for these differentiation amongst both the types of schools. This inspired the investigator to select the topic under the following head "Organizational Climate of Government and Privately managed High Schools of Kamrup District: A comparative study".

1.9 NEED OF THE STUDY:

Generally in Kamrup district— Of Assam investigator observes various types of schools like Government, semi-Government, private etc. These schools have their own identity and maintain different organizational climate which differs from each other. Government schools have their own Government rules and regulations whereas privately managed schools follow a different pattern of rules and regulations which are mainly formulated by their own governing bodies. As the investigator belongs to Kamrup district and that's why she has a great sense of belonging to Kamrup district. This results that she has formed a particular interest in studying the causes which led to the diversified organizational climate for the different types of schools. Besides the investigator wants to find out the basic reasons of differences between these two mediums in results, different norms for the maintenance of schools discipline, different academic sessions, different pay scales of the teachers, different standards for the selection of schools teachers along with the academic achievement of the students.

It will be worthwhile to make an analytical study of the present state of environment of these two types of schools. So far no research in this area has been taken up in the state of Assam. Therefore, the present study seems to be necessary particularly for the Kamrup district. It is thereby hoped that the study will be able to make some contribution and to put forward some recommendations for developing better educational environment in both the types of schools.
1.10 **OBJECTIVES OF THE STUDY:**

1. To identify whether Government and privately managed high schools manifest variation in their organizational climate.

2. To identify those components on which different schools are stronger or weaker.

3. To determine whether any relationships exist between the type of school and teachers job satisfaction.

4. To determine whether any relationship exists between different types of schools and Headmasters working condition.

5. To determine whether the type of school bear any positive relationship with students achievement.

The ultimate objective of this study is to make a comparative analysis between Government and Private secondary schools of Kamrup District of Assam.

1.11 **HYPOTHESES OF THE STUDY:**

1. There is significant difference between Government and privately managed high schools on various dimensions of the organizational climate.

2. There is no difference between the job satisfaction of teachers serving in both Government and privately managed high schools.

3. There is difference between the working condition of Headmasters of both Government and privately managed High schools.

4. There is positive relationship between the type of school and academic achievements of students studying therein.
1.12 DELIMITATION OF THE STUDY:

This study is strictly delimited to the entire Kamrup district with the basic emphasis on the comparative study of Government and privately managed high schools (of the district). An attempt is being made only to identify the organizational climate of these schools by delimiting the study to the Head Masters of the Government and Private Schools and also the teachers. The study would also be delimited to the study of Government Assamese and private English medium schools only.

1.13 SCHEME OF CHAPTERISATION:

The scheme of chapterisation of the present study is presented below:

In the first chapter a systematic presentation about secondary education has been made along with the meaning of school organization and organizational climate. The development of English education in Assam, growing demand for Assamese as a medium of instruction, present position of Government and private secondary schools, has also been given.

The second chapter presents some of the findings of other researchers which seem to be related to the present study. The researches referred here are small out of the many directed towards identification of organizational climate of schools and comparative analysis between Government and private secondary schools.

In the third chapter, the methodology has been presented under the titles namely need of the study, statement of the problem, objectives of the study, hypotheses, delimitation of the study, sample, tools, data collection, analysis and interpretation of data and scheme of chapterisation. The analysis and interpretation of the pilot-study is also
presented in this Chapter.

The fourth chapter highlights the analysis and interpretation of data collected during the study. The Organizational climate questionnaire and Questionnaire for teachers and headmasters has been analysed and interpreted.

The fifth chapter deals with the summary, findings and conclusion.

In the sixth chapter, the investigator has made some suggestions for further research in the area of organizational climate of Secondary schools and comparative study of Government and private Secondary schools.

The Bibliography is then provided. In the Appendices, tools of the study have been included.