

# **“SECONDARY EDUCATION OF ASSAM WITH REFERENCE TO DARRANG DISTRICT : AN ANALYTICAL STUDY.”**

A THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY OF GAUHATI UNIVERSITY

1991



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Certified that Shri Birendra Nath Deka, a Lecturer of Teacher's Training College, Mangaldoi carried on his research work on the topic entitled, "**Secondary Education of Assam with reference to Darrang district : An analytical study**", under my guidance and supervision. He has fulfilled all the requirements as per rules under Ph. D. regulation and that the Thesis is the result of the candidate's own investigation. The Thesis or part thereof was not submitted by him for any research Degree to this University or any other University/Institution.

I am happy to recommend his Thesis to be evaluated for the award of Ph. D. Degree.

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ACKNOWLEDGEMENT

I was thinking of a research work to be conducted in the District of Darrang since my attachment as a Lecturer with the Mangaldoi B. Ed. College. In this connection, I must always remember my cousin brother Shri Harichandra Deka, a Lecturer of Mangaldoi College for his constant association, inspiration and suggestion to carry on my research project.

I am greatly indebted to Dr. Pradip Chandra Das, Reader, Department of Education, Gauhati University, for his benevolent pragmatic guidance and suggestions throughout the project, without whom the project was beyond imagination to be completed. I am also grateful to Dr.(Mrs) R. Devi, Prof. & Head of the Department of Education, Gauhati University, for her inspiration to complete the work.

I thank Mr. Bodheswar Sarma for his help in enumerating data in a right place. I am also thankful to Mr. Ramesh Chandra Sarma, Assistant Superintendent of Examination Branch, Gauhati University and Mr. L. N. Dolakasharia for their help.

Thanks are also due to the Headmasters and my friends who helped me in very many ways in collecting the data from the schools and offices.

I am grateful to those authors whose quotations are inserted to establish my thesis.

In fine, I could not but mention the name of my better-half Mrs. Malati Deka, for her invaluable help in developing the work a success.

Birendra Nath Deka.

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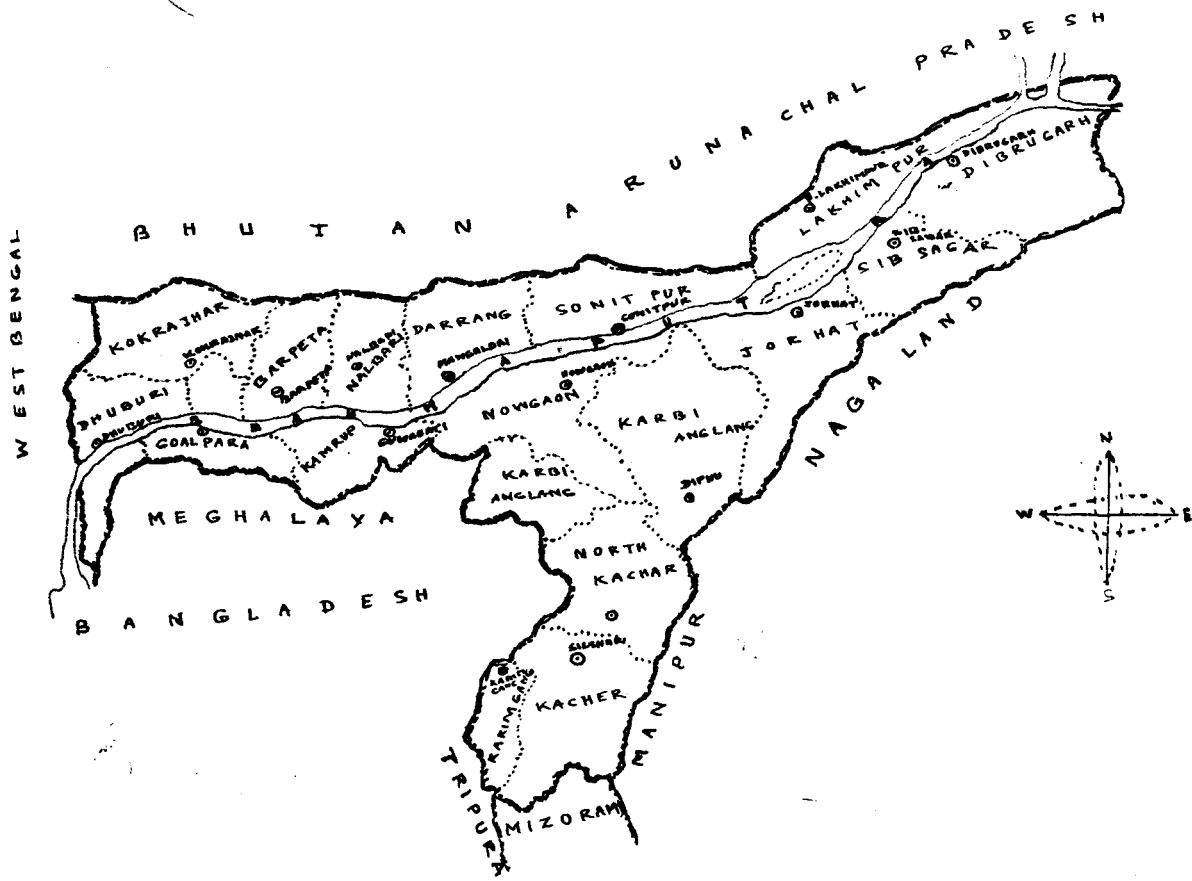
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MAP OF ASSAM  
SHOWING DISTRICTS AND HEAD QUARTERS

IX



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## CHAPTER - I

### INTRODUCTION

#### 1 : 1.

Assam, the eldest of the seven sisters of the N. E. Region, stands in the eastern part of India extending from latitude 22°.19 to 28°.16 North and longitude 89°42' to 96°30' East. She has a very close connection with the rest of the country - the bond of connection being not only geographical but also moral, political, social, educational and what not. The State of Assam can broadly be divided into two river valleys - The Brahmaputra Valley and the Surama Valley. She may again be divided into two Regions - the Plains and the Hills. The Plains region comprises the Districts of Goalpara, Dhubri, Kokrajhar, Bongaigaon, Kamrup, Nalbari, Barpeta, Darrang, Sonitpur, Lakhimpur, Nagaon, Golaghat, Jorhat, Sibsagar, Dibrugarh, Karimganj and Cachar. The Hilly Region comprises the Districts of Garo Hills, United Khasi and Jaintia Hills, Karbi Anglong, North Cachar and Mizo Hills. At present the United Khasi and Jaintia Hills and Garo Hills have been separated from Assam and formed the State of Meghalaya. In the same way the Mizo Hills District has been given the status of a State known as Mizoram.

Now, central Assam includes the Districts of Darrang, Sonitpur, Nagaon, Karbi Anglong and North Cachar covering approximately an area of 29,679 Sq.Kms. The total population of central Assam is 38,53,773 according to the figures shown in the 1971 (Census records).

The boundary of central Assam can broadly be fixed as follows : On the North it is bounded by the Kameng Frontier Division

of NEFA (Now Arunachal Pradesh) and parts of Bhutan. On the East is the States of Nagaland and Manipur. The Southern side is surrounded by the District of Cachar and Manipur. Meghalaya stands on the West with her hill tops covered with mist all the round.

Assam was known as Pragjyotishpura in ancient times as in the epic ages of the Ramayana and the Mahabharata. According to E.A.Gait<sup>1</sup> Pragjyotisha marks the city of Eastern Astrology.. "Pragjyotish" was the name of the city where Brahma the creator of the universe is said to have stood at the time of creating the stars. 'Prag' means former or eastern and 'Jyotish' means the astrology as a star shining. Pragjyotisha, therefore, means the city of Eastern astrology. Thus the name "Pragjyotisha" is commonly associated with Louhitya, Kamarupa and Kamakhya. In the "Kalikapurana" both the names - Pragjyotisha and Kamarupa are mentioned. The name of the Kingdom Pragjyotish was converted to Kamrupa probably during the early centuries of Christian Era. But Pragjyotisha remained as the capital city of the kingdom of Kamrupa. This Pragjyotisha exists for a long period of the early history of Assam<sup>2</sup>.

The name "Assam" is of recent origin. The word is an anglicise form of the Assamese word "Ason". The word is derived from Assam having the meaning of "uneven" as distinguished from "Samatala". E. A. Gait<sup>3</sup> suggests that the word is derived from the present designation of the Ahoms.

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1. Gait, E.A., :- A History of Assam : Second Edition, Reprint (1981) LBS Publication, Guwahati, Assam, P. 15.
  2. Goswami, G.C., :- A M.Phil. Dissertation submitted to Guwahati University in 1984, PP. 1 - 10.
  3. Gait, E.A., :- A History of Assam : Second Edition, Reprint (1981), LBS Publication, Guwahati, Assam, P. Chapter-I.

The word "Asama" was first given to the "Shans" (Ahoms) which was later on given to the country. S. K. Chatterjee<sup>4</sup> also opines that the Ahoms a Shan tribe, who came to Assam in 1228 A.D. used to call this territory "Ahom" or "Asam".

### INHABITANTS OF ASSAM

Assam has been a meeting place of various ethnic groups having diverse socio-cultural back-ground. These ethnic groups came to Assam at different periods from different directions. Central Assam has both plains and hills and the people living there are mingled together to give an integrated picture of the culture of the State.

The history of Assam starts with the traditional rules as mentioned in the "Puranas". They were called "Danavas" or "Asuras" and were evidently non-Aryan people. In the epics and "Puranas" they are mentioned as "Kiratas" and "Mlechas". The name of the earliest ruler, so far known from tradition in Assam was Mahiranga Danava. Mahiranga is the sanskritised name of the Boro name "Mairang".

The earliest inhabitants of Assam, referred to as "Mlechas" and "Asuras" are found in some early texts.

The Kalika Puranas described the earliest inhabitants of the territory which later on came to be known as Assam as Kiratas. They were strong and well built, ferocious, ignorant and addicted to meat and liquor<sup>5</sup>. From time beyond the reach of history, successive herds

4 , Chatterjee, S.K., :- The place of Assam in the history and civilisation of India.

5 , Gait, E. A., :- Op. cit., P. 12.

of people from Tibet, Burma, Yemen, Indo-China and other eastern countries had entered India through Assam by land routes. Passing through Bhutan came the tribes like the Aka, the Dafalla, the Abor and the Missimi. The earliest immigrants were perhaps the Austro-Asiatic speaking Khasis and the Syntago who entered Assam many centuries before the coming of the Tibeto-Burmese.

The Muslim first came to Assam in the early part of the 13th century. Muhammad Bin Bakhtiar Khiliji, a muslim General of Kutubuddin of the slave dynasty invaded Assam in the early 13th century but lost the battle. The muslim attacked Assam several times but could not conquer it. Many muslim soldiers were left behind in Assam on many occasions and these leftouts later on joined the main stream of Assamese culture and traditions in the process of cultural assimilation and identification and enriched the culture and tradition to form the Great Assamese community.

The modern name of Assam was used by the Ahoms in the 13th century and the indigenus people living here came to follow the shows and use the same name given to their native land.

In the early centuries of the Christian Era high class Aryans such as the Brahmins, Kshyatriyas and the Kalitas came to settle in Assam from provinces like Bihar, Kanauj and Mithila. Thus Assam became a common theatre place for diverse groups and tribes of people with a common cultural platform.

The most outstanding feature of Assam's prominence in the past is the ideals of human perfection that reveals itself in an inscription of the eleventh century as "It is adorned by the learned men, religious preceptors and poets who have made it their place of resort, just as the sky is adorned by Mercury, Jupiter and Venus."

The present day population of Assam may be divided into tribal and caste-groups. The caste-group or non-tribals inhabitant the rich and fertile alluvial plains of the Brahmaputra consists of the Brahmins, the Kshyatrias, the Kayasthas, the Kalitas and the Keots etc. Of all of them the Kalitas are said to be the earliest immigrants and were the first Aryan colonist of Assam. The actual period, the Aryan entry into Assam is not known. It may, however, be stated that the Aryans came to Assam at any early period. The Kalikapurana states that Naraka was responsible for the early settlement of the Aryans in this land. Naraka was the first Aryan ruler of Assam.

### LANGUAGE AND DIALECTS

Sanskrit was the popular language of the people living in the plains of Assam during the period under discussion and it was also the court language of the time. Gradually, by the 12th century A.D., modern Assamese language had developed as an Aryan speech out of Sanskrit<sup>6</sup>. The Aryans migrated to Assam from different places in

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6. Choudhury, P. C., :- The History of Civilization of the people of Assam to the 12th Century A.D., PP. 26-56

central Asia. The Bramins and the Kayasthas came to Assam from Videha (Mithila and Kanauj).

Assamese is the major language of the people of Assam. It is spoken not only in the Brahmaputra Valley, but also in Arunachal, Nagaland, parts of Manipur and Meghalaya and by the people inhabiting the border areas adjacent to the plains of Assam. Assamese, the main language of this part of the Indian territory, is used as the lingua franca by all people including the tribes who have their own dialects and languages. At present it is the mother tongue of 57% of the total population of Assam. Another 15% of the population use Assamese as a second or subsidiary language<sup>7</sup>.

There are innumerable dialects used in the spoken form by different groups of people in Assam<sup>8</sup>. Some of these native dialects are Bodo or Boro, Kochari, Miri, Orang, Dimasha, Naga, Kuki, Khasi, Garo, Rava etc.<sup>9</sup>. As many as 192 languages and dialects including 31 non-Indian languages have been recorded as being in use in Assam as per the census report of India, 1961. Thus, we see Assam is a land of heterogenous racial strains with linguistic divergence but the modern Assamese language has occupied the place of vehicle of expression of a composite Assamese civilization and cultural heritage.

The importance of Assamese language was appreciated even by the eminent English scholars like Bronson and George Grierson in

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7. Barua, B. K., :- A Cultural History of Assam,  
LBS Publication - 1952, Guwahati, Assam, PP.1-30.

8. Barua, B. K. :- ibid.

9. Chatterjee, S.K., :- Op. cit.

the long past. Bronson in his Preface to the Anglo-Assamese Dictionary wrote about the beauty of the Assamese language which had distinct characteristics. Again George Grierson emphatically stated that Assamese literature was as old, if not older, than Bengali. It was Andrew John Moffat Mills, a judge of Sadar Court in Calcutta, came to Assam who laid high emphasis on the Introduction of Assamese as medium of instruction in schools. The Government had declared Assamese as the medium of instruction in schools and as the language of the Court in 1873<sup>10</sup>.

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10. Assam Commissioner's Office, File No. 471, 1872-73, P. 43.

### CONCEPT OF SECONDARY EDUCATION

1 : 2.

The concept of secondary education varies from the early Vedic period to the present post independence era. At that time, the concept of secondary education was the attainment of knowledge and skills only. But in the present times the concept of secondary is to attain all round development of personality of the learner.

The term secondary education is simple, yet it interpreted differently by different theorists. According to S. N. Mukherjee the concept of secondary education "Stands for three things - (a) a stage, (b) a type and (c) a standard. As a stage, it stands to what next to Elementary Education. As a type, it stands for something that, though related to a certain intelligible classification of things to be learnt, is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanism or liberal education. As a standard, it aims at that measure of erudition of which universities can take cognizance. The part that secondary education has played as an element in the national system has depended largely upon the measure in which these three meetings have been brought into harmonious relation with one another<sup>11</sup>.

The basic concept of secondary education lies on the preparation of better citizens for democratic living. All the nations of the world feel that it is education which can alone enable a country

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11. Kochhar S. K., :- "Pivotal issues in Indian Education",  
Sterling Publishers Private Limited,  
New Delhi-110016, P. 113.

to achieve progress for people. The secondary stage of education must be founded deeply on the long-cherished ideals and traditions of its people. Moreover, the secondary schools are the light posts for higher education in which intelligence and adaptability to environment are required to solve the various complicated problems of the young adolescent. It is the founding stage of adolescence where by they reshape and mould their whole personality characteristics. To-day the concept of secondary education rests on a great responsibility since it deals with the development of personality of the adolescents. Moreover, it is secondary education through which the structure of the society can be built up. The real meaning of secondary education lies on the fact that it is a source of inspiration for the entire development of the society and community.

### 1 : 3.            BRIEF HISTORICAL BACKGROUND OF SECONDARY EDUCATION

The historical background of secondary education of Assam reveals the actual existence of past records. No one can deny the influence of the past records. Because present is the product of the past and the past of a nation or race has its dominating influence on the present.

Historical records shows that there was no outstanding development in the field of secondary education in Assam in between the period of 1937 to 1947. The secondary education in Assam was non-existent in the pre-British days. In fact, it is gift of foreign

rulers. The system of secondary education in Assam was firstly introduced by the Christian Missionaries. The Christian Missionaries deserved credit for promoting the cause of education in Assam. The history of secondary education in Assam reveals the fact that through the encouragement of middle schools system, the secondary education came into existence. Prior to 1835 there was no such type of schools in Assam. But in 1835, the then Commissioner of Assam, Captain Jenkings started an English school at Gauhati, the present of City of Assam.

This school has established a good support. The total enrolment of the school rose from 58 in 1835 to 150 in 1838 and 340 at the end of 1840<sup>12</sup>.

Assam was constituted as a separate province only in 1874. Therefore, a separate Directorate of Public Instruction was created in Assam to look into the affairs of education. The newly created Directorate took maximum initiative for the expansion of secondary education in Assam.

Moreover, after the attainment of independence, many valuable Committees and Commissions have been formed for the wide development of secondary education throughout the country. As a result of independence the following Bodies were formed :-

- (i) Tarachand Committee of 1948.
- (ii) University Commission of 1948-49.
- (iii) Secondary Education Commission of 1952-53, and

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12. Das, L., :- "Education in Assam".  
United Dass Publishers, June, 1978, Guwahati-3, P.26.

(iv) The National Education Commission of 1964-66.

All these Commissions and Committees took initiatives to develop the secondary education throughout the country. All the Commissions and Committees submitted their valuable recommendations and suggestions for the complete development of secondary education.

Tarachand Committee (1948) suggested some valuable measures for the upliftment of secondary education. This Committee report suggested that the secondary schools should be multipurpose type though unipurpose schools were not to be discouraged. It also urged on the necessity of appointing a Commission for inquiring into the problems of secondary education.

The University Commission (1948-49) reviewed the position of secondary education and remarked that secondary education is the real weak spot in educational system. The Central Advisory Board of Education was appointed in 1944 to examine the prevailing education system and offered some valuable suggestions for its improvement. Meanwhile, the successive five year Plans began to function both in the Centre and the State since 1951. This implementation of Five Year Plan programme towards the development of secondary education was also remarkable.

✓ The most important among those Commissions was the Secondary Education Commission of 1952-53. The Government of Assam adopted a scheme for the reorganisation of secondary education as envisaged in the report of the Secondary Education Commission of 1952-53. The Commission suggested three major reforms in the secondary education :-

- (i) Reorganisation of the educational pattern of education.
- (ii) Diversification of the secondary curriculum and
- (iii) Reforms in the examination system.

As regards reorganisation of the pattern of secondary education the Commission recommended as under :-

- (a) Eight years of integrated elementary education for children in the age group of 6 to 14 years.
- (b) Three years of secondary education from 14 to 17 years and two years of higher secondary education with a marked diversified courses.
- (c) And, first degree course should be of three years' duration after higher secondary<sup>13</sup>.

Moreover, there should be diversification of secondary curriculum through the conversion of selected high schools into multi-purpose schools.

As a consequence of recommendations, high schools were upgraded to higher secondary schools and some high schools were converted into multipurpose schools. The recommendations of the Commission were integrated in the successive Five Year Plans began to be implemented, both at Centre and in the States since 1954. The Secondary Education Commission's Report is, however, a very lucky

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13. Report of the Secondary Education Commission, Delhi, Publication Division, 1953, P. 319.

blue-print since it was not placed in the cold storage and the Government tried to implement the majority of its suggestions. In achieving these objectives and reconstructing secondary education for the purpose, every efforts should made by all concerned.

The Education Commission of 1964-65 has examined the whole field of secondary education. This Commission made a radical structural change in the system of secondary education. It has recommended two types of secondary schools - a lower secondary or high school of three years from 14 to 17 years leading to matriculation examination and higher secondary school of two years and three years of University degree course. The sole purpose of this change is to strengthen the standard of secondary education. The impact of this recommendations has already been introduced throughout the State.

History of secondary education shows that the first Secondary Education Act of Assam was passed in 1961. The Act came into effect from January, 1962 and the first Board of Secondary Education of Assam was constituted from the same year. Prior to 1962, the secondary education was controlled by the Government and by the Guwahati University in Assam. Secondary education in Assam for the period under review registered progress both through State patronage and public venture.

In 1977 an Act was passed known as the "Assam Provincialisation Act of Secondary Education." It is expedient to provincialise secondary schools covered by the deficit scheme under the Government of Assam for its improvement, better control and management of such

schools in the State. But inspite of all these attempts, the secondary education represents a poor show till to-day in Assam.

Again in 1986, the Government of India appointed an Education Commission under the name of Archarjyee Rammurti to review the complete system of education from primary to higher education.

1 : 4.

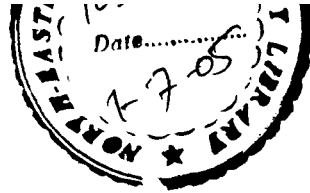
#### OBJECTIVES OF THE STUDY

No nation can develop without a sound system of education. It is that instrument of education by which a nation is transformed and shapes its future. But the system that prevail in our State, particularly in secondary stage, is full of reasonable inequalities and imbalances. To investigate all these inequalities in the system of secondary education, is the main objective of this study.

Unless the academic standard of secondary schools improves, the required higher education cannot be achieved. To attend the academic standard of secondary education is the important objective of the study.

Some relative problems of secondary education are responsible for creating difficulties, hardship and hardles. To inquire all these problems the study is of great importance.

Another basic objective of the study is to make a comparative investigation about the different types of secondary schools of the area.



The development of educational facilities to secondary schools are uneven in the study area. In order to highlight the unequal facilities of the schools is another objective of the study.

To suggest possible remedial measures for the improvement of existing conditions of secondary schools in the District of Darrang is the basic objective of the study.

Considering all the above objectives, the researcher selected this study with the following reasonable hypothesis :-

- (i) The most dominant among those hypothesis is the regional imbalances between the rural and urban high schools.
- (ii) Non-availability of teaching facilities in the secondary schools of Darrang District is also a sufficient cause for backwardness.
- (iii) Spatial structure of population of the District has created much difficulties for proper development of secondary education in the Darrang District.
- (iv) Low standard of teaching, lack of school administration and supervision are also responsible for slow progress of secondary education in the Darrang District.
- (v) Major drop-out in the secondary stage is also a cause for deterioration of the standard of education in Darrang District.

- (vi) Lastly, the most vital hypothesis lies on poor financial assistance to the secondary schools. Hence, it is necessary to establish by research study to inquire into and to find out certain reasonable solution about these problems.

1 : 5.

#### SIGNIFICANCE OF THE SECONDARY EDUCATION

The secondary education has a significant role in the entire field of education. In fact, it is that stage of education which helps children to become full members of a complex society. Secondary education develops to the highest potential ability, aptitudes, interests and qualities of character. It enables the individual to enter life as a knowledgeable, active minded social individual. Secondary education is really a nation building education and the maintenance of good quality therein is of great importance. It determines the quality of all stages of education.

As primary teachers come from secondary schools, good standard in secondary education help ultimately to improve primary education. The University students too are drawn from secondary schools. So the standard of higher education depends on considerably upon those of secondary education<sup>14</sup>.

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14. Kochhar, S.K., :- Pivotal Issues in Indian Education, P. 112.  
Sterling Publishers Private Limited,  
New Delhi - 110 016.

It is obvious that secondary education forms the central link in the chain of education. Elementary education has to be structured as to strengthen foundation of secondary education and secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. Moreover, secondary education is of decisive importance in the economy of a developing country. It has a determining qualitative influence reaching out into all important sectors. Secondary education determines the quality of a nation's citizens, since it deals with the children between the age of 14 to 16 years which is the most critical and precious period of an individual's life. The most prominent among those significances of the secondary education is the utilitarian and cultural aspects. It has another part to play that is the attainment of development of entire community. In fact, it is an undeniable fact, that the type of education given at secondary stage plays a significant part in the field of education.

From the above significance of the study, it is evident that the study will contribute much towards the growth and development of secondary education in Assam and particularly in the District of Darrang which is considered to be most backward District in all aspects.

The study will also help the administrators, educational policy makers to re-design the secondary education and plan for effective execution.

Unless and until the basic drawbacks in this stage is not removed, the improvement of higher education is not possible. Considering the above significances the study is of prime importance.

## DESIGN OF THE STUDY

1 : 6.

### METHODOLOGY

The method that has been used for this study is of survey type. The study area is mostly differ in population structure, educational standards, literacy and enrolment etc. The study area covers two Sub-Divisions of Darrang District - Mangaldoi Civil Sub-Division and Udalguri Sub-Division.

At first, a polit study was made to find out the general problems related to secondary schools of the District. In connection with the survey the following persons or Bodies were decided to meet :-

- (i) Headmasters of Secondary schools.
- (ii) Teachers of Secondary schools.
- (iii) Members of the Managing Committee.

The researcher through his personal contact with these persons collected opinions and suggestions regarding the problems faced by them in their functioning. The study covers both types of secondary schools - Rural and Urban as well as boys' and girls' schools.

By random sampling technique, thirty number of secondary schools have been selected out of 123 total number of high schools in the District<sup>15</sup>.

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15. Fifth All India Educational Survey of Assam, 1986. Table No. 5.

The sample schools selected from both of the Sub-Divisions of the District. The following steps were taken to make a thorough inquiry of the District schools as far as possible :-

- (i) A comparative study between Rural and Urban schools were selected to finalise about the reasons of educationally advanced and educationally backwardness.
- (ii) Government and Private High schools have been selected.
- (iii) Some selected Girls' High schools were also included in the sample.

The researcher utilised some useful tools to collect necessary data from the survey. For the collection of informations from the different persons, some important questionnaires were constructed and distributed to the concerning persons. These were the Headmasters of Secondary schools, the teachers of Secondary schools and the members of the Managing Committees. Some questions were also served to collect information about teaching aids, facilities available in the schools, which are shown on findings.

The questionnaire schedule covers the following items relating to the Headmasters, teachers and members of the Managing Committees of Secondary schools - such as the location of the schools, kinds of schools, facilities available in the schools, financial position, co-curricular activities, community relationship, functions of the Managing Committee, relationship with the Headmaster, criterion

of selection of teachers, load of teaching, teaching aids, opinion of teachers about the management, steps taken by the management for the improvement of schools, information about hostels, time-table, syllabus, examination, student-teacher relationship, parents and guardian's attitude towards education etc.

Questionnaires for Headmasters consists of personal informations, financial position of the school, information regarding Managing Committee, inspection and supervision of the school, private tuition etc. As regards the organisational climate of schools, there were certain items in the questionnaire for the Headmasters which dealt with topics like examination results, teaching aids, science apparatus, publication of school magazines.

Besides the collection of informations from the Headmasters of Secondary schools there were some questionnaires served towards the teachers of the High schools. The questionnaires consists the following items for the teachers of High schools :-

- (i) Information about economic condition.
- (ii) Information about salary and other benefits.
- (iii) General impression of people about teachers.
- (iv) Relationship with community.
- (v) Educational and professional qualifications.
- (vi) Private tuition.
- (vii) Reasons for choosing the profession.
- (viii) Work for professional growth etc.

Information regarding the above are collected by the researcher by visiting personally to those schools with the help of the questionnaire schedules.

Next questionnaires used to obtain desirable responses from the members of the Managing Committee about the school management. The questionnaires for Managing Committee members comprises personal information about the members, objectives of the Managing Committee, steps taken for raising the economic status of teachers, code of conduct of teachers, experiences gained during supervision, suggestion for improvement of management of the schools etc.

The above questionnaires were served to the Headmasters of Secondary schools, its teachers and the members of the Managing Committees covering the whole study area.

The researcher met the concerning persons in the schools and established a good relation with them and distributed the questionnaires within the school hour. Moreover, both the Headmaster and the teachers of the schools were requested to give their free opinion relating to the questions. Informations given was strictly confidential. Most of the teachers took two to three days to give back their complete questionnaires while some few returned the same within the same day. The Headmasters usually took the help of the office Assistant to fill up the schedule.

In the same way the members of the Managing Committee were requested to give their opinion freely and completely. Of course, during their interview they were assured that their opinion would completely

be kept confidential. They returned the schedule with short period of time. All the relevant informations were collected by the researcher by personal efforts and initiatives.

The data collected by the questionnaires meant for the Headmasters, teachers and members of the Managing Committee have been finalised in appropriate ways.

The location of the sample schools, types of schools, facilities available in schools, financial position, facilities for co-curricular activities, community relationship, selection of teachers, load of teaching work, use of teaching aids, opinion about management, steps taken for improvement of schools, information about the hostels, information about medium of instruction syllabus, evaluation, student-teacher relationship, parents and guardians attitude towards education etc. have been analysed. By the above methodology the researcher has analysed the entire data for finding the important trends in them.

#### 1 : 7.

#### LIMITATION

- (i) The present study is primarily concerned with the secondary education of Assam with reference to Darrang District.
- (ii) The study involves the secondary stage of education in the State of Assam.
- (iii) It is an accepted opinion that the three stages of education are inter-related and inter-dependent,

still the author has delimited the study area to secondary stage considering the vital role it has to play in fulfilling the nation's expectations by preparing the students both for higher education and to be productive citizens.

- (iv) The study is limited within two Sub-Divisions of the Darrang District - Mangaldoi Civil Sub-Division and Udalguri Sub-Division.
- (v) The present study is confined only with the lower secondary stage, ranging Classes from VIII to Class X and includes both Government, Provincialised, Government Aided and Private schools of Darrang District.

It is expected that the findings can largely be generalised to the entire Darrang District and to the entire State of Assam as well, keeping the limitations in view.

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## CHAPTER : 2

### REVIEW OF RELATED STUDIES

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 Despatch, 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 organisational 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 familier 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 organisational climate and teacher morale in Secondary schools in the Central Zone of Thailand. The major objectives of the study were :-

- (i) To identify organisational 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 interlocking 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 confined 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).
2. Chowdhury, P. C., .. "The History of Civilization of the  
People of Assam to the 12th Century A.D."  
Department of Historical & Antiquarian  
Guwahati, Assam, 1966.
3. Barpujaree, H. K., .. "Assam in the days of the Company"  
(1826 - 1858).
4. Chowdhary, N. D., .. "Historical Archaeology of Central Assam"  
(B. R. Publishing Corporation,  
New Delhi-110052).
5. Mudaliar, A. L., .. "Education in India".  
(Asian Publishing House, Bombay), 1960.
6. Devi, R., .. "Progress of Education in Assam".  
Published by Omsons Publications,  
Guwahati, First Edution - 1987.
7. Das, L., .. "Education in Assam".  
United Dass Publications, Guwahati-3,  
June, 1978.
8. Saikia, S., .. "School Organisation and Administration".  
Mani Manik Prakash, Guwahati-1 (Assam).
9. Gait, E.A., .. "A History of Education".  
Second Edution (1981), LBS Publication,  
Guwahati, Assam.

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 :-

1. Mukherjee, S.N., .. Secondary School Administration. Acharyya Bood Depot, 1964, P. 171-173.
2. Mathur, H. M., .. Modernising Educational Management, N.I.F. Journal, 1971, Vol.(4), PP. 1-4.
3. Mohanty, Gagannath, .. Educational Administration, Inspection and Supervision. Cuttack, Vidyapur, 1980.
4. P. N. Upendra, .. School Management. Ashish Publishing House, New Delhi-110026, (1988).

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.
6. Americal Educational Research Journal, Summer, 1988, Vol.25, Nov.2. A quarterly publication of the American Edunal, Research Association.
7. Journal of Educational Planning and Administration. Vol.3, Nos.122, January, 1989.  
NIEPA (National Institute of Educational Planning and Administration). 17-S, Sri Aurobindo Marg, New Delhi-110016.

8. Journal of the Institute of Research, Vol. 12, Number 3, Sept.,1988.  
Published by the Institute of Educational Research. 59, Usman Road, Madras-600017, (India).
9. Journal .. "Educational India"  
Published at Vidya Bhavan, Machilipatnam, (S. India).
10. National Council of Educational Research and Training.  
Educational Research and Training, Delhi, Manager of Publications,1962, PP. 264.
11. Chaube, S.P., .. "Secondary Education for India".  
Delhi, Atmaram & Sons, 1956, PP. 227.
12. Ministry of Education, "Report of the Secondary Education".  
Delhi, Publication Division,1953, PP.319.
13. Ministry of Education, "Report of Education Commission",1964-66,  
Delhi, Manager of Publications, 1967, Ch.- III.
14. N.C.E.R.T. .. "Second All India Educational Survey",  
New Delhi, Maharaxi Bagh, 1967, Ch.- IX.
15. Edmonsons & Others, .. "The Administration of the Modern Secondary Schools". (The Macmillan Company, New York - 1946).

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.

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### CHAPTER : 3

#### **ADMINISTRATIVE DEVELOPMENT OF SECONDARY EDUCATION OF ASSAM**

Secondary education in Assam features most largely in the field of education in this State and it has a very long and interesting history during the last two centuries which makes for exciting survey. The institutions imparting secondary education had a long way to go before they reached the present position and they can trace their origin to the early efforts of the nationalists on the one hand and the Christian Missionaries on the other hand during the early 19th century.

Assam came under the British rule in 1826 as a result of the Treaty of Yandabu signed between the East India Company and the Burmese (Man). With the requirements of the new regime there arose the need of a new pattern of education to serve the interest and purpose of the new rulers. The indigenous system of education was functioning in other provinces of India during the British rule. However, in the long past, Assam had her indigenous system of education of the following types - Pathsalas for the Hindus, Toles for the Brahmins, Madrassas for the Muslims and 'Satras' for the Vaishnavas. These institutions, mainly imparting religious education and were managed by the Gurus, Maulavis and Pandits respectively at their own interest. After the incarnation of Srimanta Sankardeva as a religious saint of the Vaishnavas almost the whole of the Brahmaputra Valley was plunged into Vaishnavism.

Secondary education is really a nation building education in the sense that it touches all spheres of national development and it is of decision importance in building the economy of a developing country. For the administrative development of secondary education the whole field that it covers may be classified into five broad periods :-

1. The period from the earliest days of the British rule to Wood's Despatch of 1854.
2. From Wood's Despatch, 1854 to the Indian Universities Reforms, 1902.
3. From the Indian Universities Commission, 1902 to Montford Reforms, 1921.
4. From Montford Reforms, 1921 to Independence in 1947.
5. From Independence, 1947 till now<sup>1</sup>.

Prior to the British rule in India, no formal system of secondary education was prevalent in Assam. The famous Macaulay's Minute of 1835, the controversial historic decision led to the establishment of formal schools for imparting knowledge of European literature and science.

In 1837, English, the language of the new rulers of the land attained the status of the Court language and in 1849 Lord Hardings passed a resolution according to which English educated Indians were offered high posts in Government offices.

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1. Mukherjee, S. N., :- Secondary Education in India, P. - XI.

David Scott, an agent to the Governor General for the whole Eastern Frontier, favoured the encouragement of oriental learning by improving the indigenous system of education. Scott's ideas were largely and readily accepted by the rulers of the East India Company with the result that the orientalist view prevailed at the official level as a general policy. This policy of oriental priority continued from 1813 to 1834 after which changed were brought about in favour of English education that changed the socio-economic-cultural complexion of the whole of India. Thus, David Scott tried himself and pressed upon the Government to uplift of indigenous system of education in Assam.

As a result of Lord Macaulay's Minute of 1835 the first English school was opened at Guwahati. In the year 1841, another English school was established at Sibsagar<sup>2</sup>. Side by side with the activities of the East India Company, the Christian Missionaries also performed excellent jobs in the field of education in Assam. Accordingly, in 1844 the American Baptist Missionaries under Rev. Cutter set up nearly 14 schools in the Sibsagar District. During the period 1853-65 the Welsh Missionaries started many schools in the Khasi Jayantia Hills, the Garo Hills, Darrang and Nowgong Districts<sup>3</sup>.

The proposals contained in Wood's Despatch of 1854 gave a further stimulus to the growth of secondary education in the country. The Despatch declared the policy of State withdrawal from the field of secondary education and making provisions for grants for the establishment of High schools. The system of Grant-in-aid as recommended

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2. Das, L., :- Education in Assam, P. 7,  
United Dass Publication, Guwahati-3.

3. *ibid* :- P. 9.

by the Despatch also benefitted secondary education. Later, the Hunter Commission of 1882 also endorsed these proposals and recommended the policy of encouraging private enterprises in the establishment of secondary schools.

However, in Assam it was difficult to implement these proposals as The Voluntary organisations showed reluctance to come forward to establish High schools on their own efforts. As a result of this reluctance the growth and development of secondary education in Assam was very slow compared to other provinces in the country during this period.

The Hunter Commission of 1882 examined the position of secondary education of those days and suggested that it should be expanded through the agency of private enterprise. It made the suggestion that the Government should not shoulder the direct responsibility for the expansion of secondary education in the country. The Commission of 1882 suggested that secondary education should, as far as possible, be provided with funds on the basis of Grand-in-aid and that the Government should withdraw from the direct management of secondary education. However, it was not possible to implement these suggestions in the province of Assam.

As Assam was a backward province, private bodies or individuals did not or could not have sufficient interest in establishing Aided High schools. Moreover, inspite of the promise of financial support by the Central Government to the provinces, no imperial grants were released for the purpose of expansion of secondary education during

the period from 1882 till the beginning of the twentieth century<sup>4</sup>. The result was that the Government schools got the privilege of obtaining the major share of the provincial fund allotted to secondary education while the Aided schools were left to manage by the private bodies and individuals in all matters such as buildings, furniture, equipments and staff.

At the beginning of the 20th century, Lord Curzon tried sincerely to improve the standard of secondary education. Resolutions of 1902 and those of the Indian Universities Act of 1904 empowered the Universities themselves to formulate necessary rules and regulations for the recognition of secondary schools willing to send up pupils for the Matriculation examination.

Recognition both by the Education Department and the University entitled a High school to obtain financial grant from the Government, the right to admit pupils and securing Government scholarships. Thus secondary education came to be even more under the control of the Universities than they were before.

The Resolution of 1913 further emphasised the policy of improving secondary education. These recommendations encouraged the British Missionaries working in Assam to receive grants from the Imperial Fund for the development of secondary education. Aided High schools were also given building grants and accordingly such school buildings came into existence at Dhubri, Tezpur, Sibsagar, Nowgaon and Habiganj. A sum of more than twenty two thousand was spent on the

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4. Resolution of the Government of India, Home Department, dated the 24th October, 1884. Para - 39.

construction of buildings for the Habiganj High school and Murari Chand Collegiate School<sup>5</sup>. Again Rs. 30,000/- was spent on the construction and improvement of the Middle school buildings in Sylhet and Kamrup. However, these grants were not sufficient to cater to the various needs of the existing schools. Further, there were lapses and slackness on the part of the Aided school authorities and the inspecting staff in the matter of preparing and submitting schemes in good time for the construction and improvement of the school buildings<sup>6</sup>.

The number of secondary schools increased considerably in the period 1883-84. There were nine Government High schools with 2,113 pupils. In 1919-20 the number of schools doubled itself to 18 with 7,716 pupils on the roll while by 1936-37, there were twenty schools with 9,668 pupils. As far as the Aided High schools were concerned, in 1883-84, there were two schools with only 439 pupils. In 1919-20, the number of such schools rose to twelve with 3,505 pupils. By 1936-37, the figures were different with 36 schools having 11,111 pupils. Thus, by 1936-37 the Aided High schools exceeded the Government High schools both in number and enrolment.

As for un-aided High schools the number had increased from two schools with 291 pupils in 1883 to twenty eight schools with 6,279 pupils in 1936.

The number of aided and un-aided schools were increased, due to various factors. Firstly, people took keen interest in the

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5. GRPIA for 1915-16 P. 8.

6. GRPIA for 1909-10 P. 13.

expansion of secondary education. English knowing people were getting easy employment in Government offices and this factor acted as an incentive for receiving secondary education which had its emphasis on imparting good knowledge of English language and literature to the pupils. Secondly, the growth of population made the farmers and the cultivating people think of other means of employment other than cultivation and the middle class people had readily accepted the idea of sending their sons and daughters to receive secondary education which was an easy means to get job under the Government<sup>7</sup>. Thirdly, people have come to accept more and more catholic view so far as girls' education is concerned. Early marriage of girls was decreasing and as a result of which the number of girls' schools increased with more and more girl students. The enrolment in the girls' schools increased considerably, as the guardians, especially the middle class people realised that education of their daughters was as important as that of their sons. Fourthly, certain schools came to be established in the wake of the popular reaction against the Cunningham Circular which served as an endeavour on the part of the British Government to keep in Indian students away from the National Movement for freedom which then was going in full-swing in the form of Civil Disobedience Movement. The Circular required the guardians of the student participants of the Movement to withdraw their sons and wards from school giving them the option of re-admission on furnishing an undertaking to the effect that hereafter they would not take part in political demonstrations

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7. Rao, V. Venkata, :- The Administration of the District Boards in the Madras Presidency - 1884-1945. (The Local self-Government Institute, Bombay, 1953), P.384.

and activities. But there were many guardians who refused to give the undertaking.

As a result of the Movement and the Circular that followed, the need of new schools was felt to accomodate those restricted and expelled pupils and ultimately they were established on public initiative. These schools obtained the name of anti-circular High schools in official reports.

The Movement had tremendous effects in Assam with some new educational institutions coming into being. Kamrup Academy High school and Tezpur Academy are two of these National High schools which prepared students for the Matriculation examination under the University of Calcutta. The official report on Public Instruction, Assam for the year 1930-31 recorded with some curiosity the advent of these new Nationals High schools. The Calcutta University authorities, instead of supporting the Indian Government in the endeavour to keep our boys out of the political arena, definitely took the side of the politician that urged the Movement. Consequently, the number of non-Government schools increased considerably.

#### THE MEDIUM OF INSTRUCTION

The problem of the medium of instruction raised bitter controversies during the period and there were a great deal of hue and cry about it. It was felt that the mother tongue, not English, should be used as the medium of instruction at the secondary stage of education.

The question was discussed critically in the Legislative Council. The Council recommends in consultation with the provincial Governments and Administrations that steps should be taken, for making the Indian vernaculars as the medium of instruction. The study of English as a second language was made compulsory for Indian pupils in all secondary schools<sup>8</sup>.

During the period of Dyarchy, the University of Calcutta decided that Modern Indian languages should be used as the medium of instruction. The Report on Education in Assam for the year 1935-36 says - "The medium of instruction for Government High Schools in Assam Valley engaged consideration with the result that Assamese will be accepted medium in the Government Schools of the Valley except in Dhubri Government High school"<sup>9</sup>.

Immediately a very serious question arose as to what should be the medium of instruction in High schools having Bengali speaking students. To decide this question a meeting was held in the Guwahati Circuit House around May, 1935. It was a representative meeting of the educated sections of the Assamese and Bengali communities and it was decided in that meeting that the best course would be to help the Bengali residents of Guwahati to establish a school of their own with Bengali as the medium of instruction and leave the Government school aside for the Assamese speaking pupils. Accordingly, a Bengali High school was established at Guwahati with financial assistance from the Government and the Governor of Assam opened it formally<sup>10</sup>.

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8. Mukherjee, S.N., :- History of Education in India, P. 212.

9. Extract from the proceedings of the Government of Assam in the Education Department, No.154 E, Dated 16th January, 1932. Para 2.

10. GRPIA for 1935-36. P. 16.

This new incentive developed the idea of establishing some more Bengali schools in different places of Assam. Accordingly, a separate Bengali High school was established at Tezpur and Dibrugarh each for the Bengali population living there.

The proposed change over to Assamese involved the important question of preparing the required number of standard text books in the language. The Government of Assam, therefore, provided a sum of Rs. 5,000/- in the budget for 1937-38 to be utilised by the Central Text Book Committee for the production of the new text books. The Director of Public Instruction of Assam suggested the establishment of a Board of Secondary Education and the introduction of a School Leaving Certificate Examination in place of the Matriculation Examination conducted by the University of Calcutta<sup>11</sup>. At present these suggestions have been brought into action with the Board of Secondary Education having been established and the School Leaving Certificate Examination introduced in place of the Matriculation examination. Now, the whole Secondary Education of Assam is controlled and managed by the Board of Secondary Education, Assam, abbreviated as SEBA. It has a tremendous role to play and functions to discharge throughout the State. Its main functions are to prepare the school syllabus, maintain the standard of instruction and conduct the School Leaving Certificate Examination.

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11. Letter No. 519 E-5 E-1 of 1935, dated Shillong, the 25th July, 1935 from the Director of Public Instruction, Assam, to the Secretary to the Government of Assam in the transferred Departments.

## CURRICULUM

In Assam the Secondary school curriculum has been a hot bed of controversy inspite of the valuable recommendations made by different Commissions and educationists from time to time. The Indian Education Commission of 1882 suggested the bifurcation of the curriculum one course of the study should lead to the Entrance examination while the other course of study should be of practical character intended to suit youths for commercial and other non-literary pursuits. This suggestion, however, was not accepted by Calcutta University. An experiment was made in some schools in Assam. Under this experiment one group of students was given instruction leading to the Entrance examination while the other batch was given the training necessary to hold jobs in tea plantation and tourist companies<sup>12</sup>. The experiment ultimately proved failure, because students generally opted for taking the Entrance examination.

In 1910, Calcutta University framed new regulations according to which a new curriculum was introduced for secondary education in the year 1911. As per this new curriculum students had to study six subjects - four of which were compulsory and two optional. The compulsory subjects were - English, Mathematics, one Classical Language and a Vernacular language. The optional subjects were, - History, Geography, Mathematics, Classics and Mathematics of Advance study.

For the teaching of the above subjects with efficiency, the need of trained teachers was felt, but prior to 1936, there were

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12. GRPIA for 1884-85. P. 17.

no training institutions for Secondary school teachers in Assam. Thus, due to the dearth of trained teachers, teaching of the very important subjects was narrow and below the desired standard. Moreover, the unitary type of the academic curriculum did not provide for a diversified course of the study with subjects of practical importance not being included in the curriculum. Consequently, the course of study taught in Secondary schools failed to cater to the needs of students of different mental level and tastes.

The Hartog Committee criticised the too much bookish nature of the curriculum and recommended the following remedies - (a) The retention of M. V. schools for boys interested in rural pursuits, accompanied by the introduction of amore diversified curriculum in thoseschools. (b) The diversion of more boys to technical and commercial courses at the end of the middle school course and for this, provisions should be made for attractive courses at that stage aimed at preparing the learners for special instruction in technical and industrial schools.

The Hartog Committee laid emphasis on the remodelling of the M. V. courses and adopting it to suit the rural requirements. On the basis of the Hartog Committee Report the Government of Assam submitted a scheme in 1935 on educational reconstruction to the Government of India. It also made recommendation for the separation of the middle school course from the High school course by making the Middle School Leaving Certificate Examination compulsory for all pupils who wished to proceed further<sup>13</sup>. It also made suggestions regarding the

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13. Hartog Committee's Report. P. 107.

opening of Training Centre and Training class by the Department for teachers to undergo training in teaching. Although the scheme was yet nothing concrete could be done in practice.

The Sergent Scheme recommended the establishment of Technical High Schools with a number of technical subjects in its curriculum. The scheme could not be materialised in Assam due to various problems and difficulties. But the scheme for the provision of facilities for vocational training in selected High schools was taken up during this period.

The Secondary Education Commission of 1952-53 pointed out the glaring defects of the present curriculum and recommended some valuable principles for the adoption of a sound system of curriculum. As a result, the expansion of secondary education since independence has been remarkable in Assam. The table that gives an idea about the development of secondary education in terms of number of institutions, pupils and teachers during the period from 1951 to 1969<sup>14</sup>.

TABLE No. 1

Year	No. of Schools	No. of Pupils	No. of Teachers
1951-52	1351	155978	7745
1955-56	1733	213301	11281
1960-61	2299	346075	18120
1965-66	3649	534209	27317
1968-69	4015	571358	30368

14. Das, L., :- Education in Assam  
United Dass Publishers, Guwahati-3, Assam, P. 29.

Prior to 1962, the secondary education in Assam was controlled by Guwahati University and the Government of Assam. The University had controlled over the academic matters while the Government controlled the administrative side. This dual control over the secondary education gave rise to various problems and difficulties. However, the newly formed Board of Secondary Education has taken charge of recognising and controlling the secondary education in Assam. But the administrative matters still in the hands of the Government.

In 1961, the first Secondary Education Act of Assam was passed. The Act came into force with effect from January, 1962 and the first Board was constituted with the Director of Public Instruction of Assam as its Chairman (Ex-Officio) and N. Islam, Inspector of Schools Central Assams as the Secretary. This Act was amended in 1972 when it was laid down that the Board is to prepare and publish text books through the Assam Text Book Production and Publication Corporation. Thus, the Board adopted the new curriculum and syllabi from the academic session 1973-74.

Along with the change over in the High school classes the Board made a change over to Higher Secondary Education with a two-year course being introduced from the year 1973 in place of the old four-year course.

Moreover, a radical change has been made in the field of secondary education in Assam with the adoption of certain recommendations of the National Education Commission of 1964-66. The entire pattern of education has been changed from this period with the adoption

of the new pattern of education (10 + 2 + 3) as recommended by the Kothari Commission. Now attention has been focused on secondary education which includes the + 2 stage.

The number of High schools till 1974 was 830 in Assam. During the period 1974-76 more than 170 High schools got recognition and 157 schools obtained permission to open Classes - IX and X and admit pupils. As regards the High Madrassas the number of such schools obtaining recognition from the Board was 18 only in 1974, while that of Higher Secondary schools was 72 in 1976-77.

The following Table shows the result of the High School Leaving Certificate Examination of the Board of Secondary Education for four consecutive years<sup>15</sup>.

TABLE No. 2

Year	Regular	P.C. of Pass	Private	P.C. of Pass	Over all P.C. of Pass
1973	26663	60.00 %	53560	21.6 %	40.8 %
1974	29180	63.6 %	58254	23.7 %	43.6 %
1975	44247	48.96 %	82002	23.00 %	35.98 %
1976	NIL	NIL	69279	20.59 %	-

Since 1973 a twelve year course has been introduced in Assam. The number of schools offering the +2 course was 63. The Universities of Guwahati and Dibrugarh abolished the one year Pre-University course and introduced a two year Pre-University course for the High school leavers.

15. Das, L., :- Education in Assam. P. 32.  
United Dass Publishers, Guwahati-3, Assam,  
First Edition: June, 1978.

The following records show the distribution of Higher Secondary and Multiplurpose schools in the different Districts of Assam till 1970 :-

(1)	Kamrup District	...	14
(2)	Darrang District	...	8
(3)	Sibsagar District	...	9
(4)	Khasi Hills District	...	2
(5)	Mizo Hills District	...	2
(6)	Goalpara District	...	7
(7)	Nowgaon District	...	8
(8)	Garo Hills District	...	1
(9)	Cachar District	...	9
(10)	Lakhimpur District	...	8

The Government of Assam by a special Act, provincialised all the High and Higher Secondary schools run under the deficit grant system. The Provincialisation Act came into force with effect from October 1, 1977. Of the 2401 schools, 80 were provincialised, 46 were Higher Secondary schools and 688 were High schools and High Madrassas. 1667 numbers of Middle schools were also brought under the provincialisation scheme by the Government of Assam. In addition to the figures shown above, 71 more High schools were late-on brought under the deficit system and then provincialised.

FINANCE AND GRANT-IN-AID

For the proper functioning of Secondary schools and the development of secondary education both the State Government and the Central Government have to shoulder the responsibility of making financial assistance and grant towards the cause of uplifting the condition of the most important stage of education.

The Central Government should bear the larger share of financial responsibility. It may be noted that most of the Secondary schools are very poorly housed and inadequately equipped due to the lack of necessary funds. Every State has its own code of Grant-in-aid, but the upper limit of the grant is seldom reached. Without adequate financial relief it will not be possible for our Secondary schools to cope with the new situations and render the desired service. A very well defined financial policy is, therefore, necessary to this respect. Thus, in matters connected with reorganisation and improvement of secondary education there should be a bond and close co-operation between the Centre and the States.

The Despatch of 1854 laid down the Government policy in the matter of finance. After 1854, financial grant was given generally to a school -

- (a) that imparted secular education,
- (b) that functioned under efficient management,
- (c) that agreed to submit a inspection by Government officers and abide by such other conditions that might be prescribed, and

- (d) that levied a fee, however nominal it might be, on the pupils.

In addition to the conditions cited above, grants were also given for specific purposes like payment of salary to teachers and scholarships to students and construction of buildings.

Next came, a new type of grant known as 'fixed period grant'. As the term indicates this grant was given to a school for a fixed period.

Such grants were allotted to those schools which were managed by private bodies. These grants were given to the institutions on the basis of fulfilment of some conditions laid down by the Department of Education. Lord Curzon laid emphasis on this type of grant for the proper functioning of the schools along the line as desired by the Government. The Resolution of 1904 laid down that Secondary school should be eligible to receive grant-in-aid if it could prove that -

- (a) there existed the need for such a school,
- (b) its financial stability was assured,
- (c) it taught the relevant subjects upto a proper standard,
- (d) due provision had been made for instruction, health, recreation and discipline,
- (e) it had the adequate number of qualified teachers,
- (f) it collected moderate fees from the pupils.

Besides the above, the Resolution of 1904, recommended that a large grants should be provided to private schools resulting in better standards of instruction and better staff.

Lump sum grants were given to those schools run by the Missionaries in the Hill areas. These grants were given annually. In addition to these grants there are also other types of grants given for building, equipment etc.

Thus, it may be noted that all these grants introduced and implemented in the field of Secondary Education of Assam with the aims of its expansion and development.

The whole Government machinery is conducted by the various responsible Government officers. These officials under different heads and capacities functions the entire system of education in the State. The administrative set-up of the Government of Assam has consisted with the following responsible members :-

#### ADMINISTRATIVE SET-UP OF SECONDARY EDUCATION IN ASSAM AND DARRANG

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	: Education Minister of Assam.
	: Education Commissioner, Government of Assam.
1. <u>State Level</u>	: Secretary of Education, Government of Assam.
	: Director of Education or D.P.I. of Assam.
	: Additional Director of Education, Assam.
	: Deputy Director of Education, Assam.
<hr/>	
2. <u>District Level</u>	: Inspector of Schools.
	: Assistant Inspector of Schools.
<hr/>	
3. <u>School Level</u>	: Headmaster / Principal of Secondary School.

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From the above classification it shows that the actual administration of entire field of education of Assam is controlled and administered by these officials. Considering the vastness of area the different persons with different capacities are appointed by the Government of Assam to look into the affairs of education.

The entire field of education in Assam controlled and administered by Minister of Education along with his subordinate educational administrators. The Education Minister is not an administrative officer, but a political person, and a policy maker, who neither goes directly with the files nor interfere with the activities of subordinate administrators.

But he has the power to veto over all disputed matters relating to education, if he is not satisfied. The Minister has the power to direct the Government for sanctioning grants, appointment and transfer of teachers and other officials, recognition of schools, provincialisation of schools and sanction of deficit grants to schools and colleges out of his own discretionary powers.

Besides the Minister of Education, there are two top ranking Government officers - namely, the Secretary and Commissioner of Education. The Secretary of Education is the executive head of the Department of Education and the Commissioner deals with all financial matters. The Secretary of Education under whose signature all the appointment and transfer orders has passed.

The Director of Education is the sole administrative head in the entire field of education. He is assisted by an Additional Director and Deputy Directors. The Director of Public Instruction of Assam is closely connected with the administration of higher education,

while Additional Director of Education is in-charge of entire secondary education. He is responsible for appointment of High and Higher Secondary school teachers, their transfer, sanctioning leave, retirement benefit, submitting reports to the Director, disbursing maintenance grants, distribution of text books, sanctioning building grants, library grants, grants for audio-visual aids and grants for games and sports etc.

Next to Director of Education, the Inspector of Schools is the powerful Government officer, under whose supervision and inspection, the entire secondary education runs in the District level. He is assisted by an Assistant Inspector of Schools in the District. The Inspector of Schools has the strong administrative and academic hold in the District. The administrative duties of the Inspector relate to the annual inspection of records, accounts, office routine etc. As regards academic activities the Inspector of Schools has to supervise all the aspects of schools - relating to staff, library, laboratory facilities, the curriculum, the organisation of co-curricular activities the use of holidays and all other problems connected with the school administration. He is the sole responsible officer for better improvement of schools. The Inspector of Schools has to serve the notice about transfer and appointment of teachers on prior approval of the Director of Secondary Education. He has to submit reports for recognition and provincialisation of schools to the Director for its execution. Moreover he has the power to suspend teachers or Headmasters for any valid grounds. With the above Government officials the whole field of secondary education is controlled and administered in Assam and Darrang.

As education is a State subject, therefore the Central Government has neither any direct responsibility nor any constitutional right in its administration. In accordance with the Secondary Education Commission's recommendations, the Central Government has certain measures of direct responsibility. In the first place, it gives financial assistance for various approved schemes for the reconstruction of secondary education. Secondly, it pays attention to the in-service training of Secondary school teachers and teachers, educators through the National Council of Educational Research and Training.

The State Department of Education plays the major role in the administration of secondary education. The whole secondary stage of education of Assam is under the control of the Director of Secondary Education. The State Department of Education lays down conditions, regulating the procedure to be adopted for the recognition of schools, awards grants to private institutions, fixes rules regarding administration of schools, prescribes curriculum and select text books etc. At present the text books are prescribed and selected by the State Text Book Production & Publication Corporation of Assam. The Minister of Education is the Chairman of this Corporation.

Besides the above administrative set-up of education of Assam, there is a Secondary Education Board of Assam constituted in 1962 to conduct and control the secondary education of Assam. The jurisdiction of this Board is more or less confined to the territorial limits of Assam. The Board is empowered to conduct High School Leaving Certificate Examination ( H.S.L.C.) and to issue certificates to the successful candidates. Within this limited set-up of administrative bodies, the entire Education Department has been controlled in Assam and Darrang.

CHAPTER - 4ANALYSIS OF THE PROGRESS OF SECONDARY EDUCATION  
IN DIFFERENT DISTRICTS OF ASSAM

The progress of secondary education of Assam was very slow during the pre-independence period. But in the beginning of the twentieth century, Lord Curzon began the drive for qualitative improvement of secondary education by the release of large amount of imperial grants. For raising the efficiency of secondary education, large grants were sanctioned to provincial Government of Assam. The emphasis was on the improvement of the Government High schools to serve as models for others in the field . This produced a wholesome effect on the development of secondary education in Assam. Since the beginning of the present century, the growth of High schools in the State for both the sexes is remarkable.

The figure shown in the Table No. 4.1 will identify the different types of administration of secondary schools in the State<sup>1</sup>. During the time of British rule there were secondary schools with varying types in Assam.

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1. Das, L., :- Education in Assam.  
Dass Publishers, Guwahati-3, Assam, June,1978. P.27.

TABLE - 4.1 : shows schools' under different management.

Year	Govt. schools	Schools run by local bodies	Aided schools	Unaided schools	Total Nos. of schools
1896-97	10	X	5	6	21
1897-98	10	X	5	6	21
1898-99	10	X	5	5	20
1899-1900	10	X	5	5	20
1900-1901	10	X	5	8	23
1901-1902	10	X	6	7	23

The above figure shows the progress of Secondary schools in Assam during the British regime. It is obvious from the different types of schools that the Government High schools were stagnant since 1896-97 to 1902.

The number of Government High schools was initially greater than that of aided schools. Because, despite policy declaration, the Government hesitated to implement the policy of State withdrawal and thus leave the field comparatively free to private enterprise<sup>2</sup>. However, a different picture emerged with an increase in the number of aided and unaided institutions. The reasons for such increase could be attributed to a number of factors.

First, the people took a keen interest in the expansion of Secondary schools. Knowledge of English entitled people to get subordinate jobs is an additional attraction. It was because of this, people were started to establish High schools in the State.

2. GRPIA for 1886-87 (Assam), P. 13.

Secondly, it was also true that the pressure of increasing population on the soil compelled the cultivating classes to seek other means of livelihood<sup>3</sup>. Accordingly, the farmer groups sent their children to the different High schools.

In 1874, a separate Directorate of Public Instructions was created for Assam. After the formation of separate Directorate, the progress of secondary education in Assam was increased speedily. Secondary education in the State made speedy progress from 1912-1947. The following figures on the Table No. 4.2 indicates about the speedy progress of the secondary education.

TABLE - 4.2 : shows the number of schools with total number of pupils in different years :

Year	Number of Secondary schools	Number of pupils
1912	167	23340
1917	286	39610
1922	336	35322
1927	382	50473
1932	511	71305
1937	620	94320
1942	865	121713
1947	1095	176586

3. Rao, Venkata, V., :- The Administration of the District Borards in the Madras Presidency, 1884-1945. P. 384.

It is observed from the record of the above Table that the number of Secondary schools in the State gradually increased from the period 1912 to 1947. Similarly, the number of school-going pupils were also increased rapidly during this period. But the period from 1942 to 1947 was in restless condition in Assam due to Second World War.

Due to the exigencies of World War II, the schools and colleges became centres of agitations during the first half of this period. But in the second half of this period achieved some progress in education even in great difficulty. From 1942 to 1947, the number of High schools for boys rose from 142 to 200 and that for girls from 23 to 31. Similarly, the enrolment of pupils was also noteworthy. But this progress of secondary education was quantitative and not qualitative.

Since the assumption of office by the Congress Government, earnest efforts have been made to improve the secondary education of the State. The expansion of secondary education since independence has been remarkable due to several reasons. The Government of Assam adopted a scheme for the reorganisation of secondary education as envisaged in the report of Secondary Education Commission. The Commission which was constituted in 1952-53 under the Chairmanship of Dr. I. Mudaliar made a searching inquiry about the aims, organisation and content of secondary education. The Commission's report deals with all matters related to reorganisation and improvement of secondary education of the State.

Since 1962 the newly formed Board of Secondary Education has taken charge of controlling and reorganising secondary education in Assam. It is evident from the above analysis that the progress of secondary education in Assam rapidly improved only after independence. The investigator selected this study just to know the present progress of secondary education of different Districts of Assam. Below a detail picture about the progress of secondary schools by different management shown on a Table.

In the State of Assam, there are various types of Secondary schools under different management. These schools are rural schools and urban schools as well as private and Government schools and private unaided schools. The progress of schools by management both in rural and urban areas of Assam and Darrang District in particular, are given on Table No. 4.3 and Table No. 4.4<sup>4</sup>.

TABLE - 4.3 :- shows the total number of schools under different management of Assam :

Sl. No.	State	Areas	Govt.	L/B	P/A	P/UA	Total
1.	A	R	1219	X	662	21	1902
2.	SS	U	256	2	55	15	328
4.	am	Total	1475	2	717	36	2230

Assam Figure.

4. State Summary Report, Fifth All India Educational Survey, Assam, 1986

TABLE - 4.4 :- shows record of Darrang District schools under different management.

Sl. No.	State	Areas	Govt.	L/B	P/A	P/UA	Total
1.	RR	R	37	X	71	X	108
2.	O	U	8	X	5	2	15
3.	NG	Total	45	X	76	2	123

Darrang Figure.

It is observed from the above Tables that the total number of Secondary High schools have increased rapidly in Assam and it reached upto 2230 numbers. There are different types of management schools that exist in the State of Assam which covers both rural and urban schools. Out of 2230 High schools, there are 1475 numbers of Government provincialised High schools. Only two number of schools of Kamrup District managed by the Local Board. Similarly, the total number of private aided High schools are 717 and the rest 36 are private unaided High schools of Assam as per the State Summary Report of the Fifth All India Educational Survey, Assam.

From the above record it seems that the Government management schools are higher in number than the private aided and unaided schools.

It is also observed from the record that the number of rural establishment is greater in comparison to the number of urban schools. In fact, most of the provincialised and private schools are located in rural areas of Assam.

The investigator made an inquiry about the existing progress of secondary education of Darrang District and placed a record on a Table. The record shows that there are altogether 123 numbers of total High schools in the District, including both Government and private aided the unaided schools. Out of 123 High schools of Darrang District, 45 numbers are managed by the Government while 76 numbers are managed privately as private aided schools and rest 2 managed as unaided schools.

Further, the Mission maintained some High English schools in different towns of Assam and these schools deservedly earned reputation as efficient schools maintaining good standard. Thus, the Missionaries, Zamindars and some highly enlightened and benevolent gentlemen acted as the unofficial agency for the education progress of the province.

All the High schools of Assam are managed by different heads of management. So far the management of Secondary schools are concerned in Assam, the following are the types with their respective percentages shown in the Table No. 4.5.

TABLE - 4.5

Assam Percentage	Total No. of Schools	Govt. Schools	L/B	P/A	P/UA
Total	2230	1475	2	717	36
		66.1%	.09%	32.2%	1.6%
Darrang District	123	45	X	76	2
		36.6%	X	61.8%	1.6%

It is found from the above table that the percentage of Secondary schools of Assam varies from different management to management. For instance, the percentage of Government managed High schools are higher than the private aided and private unaided High schools. Moreover, the difference between the private aided and private unaided schools are negligible in respect of percentage. The percentage of the Government management schools rose upto 66%, while the percentage of private aided falls only 32.2%.

The investigator inquired about the percentage of the Darrang District's schools. It is observed that the percentages of private aided High schools of Darrang District are higher than the Government managed schools. The percentages of private aided schools are 61.8% while the Government managed schools percentages fall only 36.6%. Moreover, the notable thing is that there is no any High school so far managed by the local board in Darrang District.

Besides the above classification of different types of schools, there are some District-wise number of Secondary schools established in rural and urban areas of Assam; as shown in the Table No. 4.6 :-

TABLE - 4.6

DISTRICT-WISE NUMBER OF SECONDARY SCHOOLS BY MANAGEMENT  
BOTH IN RURAL AND URBAN AREAS OF ASSAM

Sl. No.	District	Area	Govt.	L/B	P/A	P/UA	Total
1.	Dhubri	R	32	-	56	-	88
		U	5	-	4	-	9
		T	37	-	60	-	97
2.	Kokrajhar	R	31	-	19	3	53
		U	9	-	4	-	13
		T	40	-	23	3	66
3.	Goalpara	R	41	-	27	-	68
		U	10	-	--	-	10
		T	51	-	27	-	78
4.	Barpeta	R	92	-	106	-	198
		U	13	-	4	-	17
		T	105	-	110	-	215
5.	Kamrup	R	125	-	28	-	153
		U	60	2	3	-	65
		T	185	2	31	-	218
6.	Nalbari	R	93	-	-	-	93
		U	5	-	-	-	5
		T	98	-	-	-	98
7.	Darrang	R	37	-	71	-	108
		U	8	-	5	2	15
		T	45	-	76	2	123

Sl. No.	District	Area	Govt.	L/B	P/A	P/UA	Total
8.	Sonitpur	R	54	-	20	6	80
		U	10	-	1	5	16
		T	64	-	21	11	96
9.	Lakhimpur	R	111	-	46	1	158
		U	8	-	-	-	8
		T	119	-	46	1	166
10.	Dibrugarh	R	92	-	34	2	128
		U	45	-	6	5	56
		T	137	-	40	7	184
11.	Sibsagar	R	80	-	54	-	134
		U	6	-	6	-	12
		T	86	-	60	-	146
12.	Jorhat	R	196	-	-	-	196
		U	19	-	-	-	19
		T	215	-	-	-	215
13.	Nowgong	R	114	-	74	-	188
		U	26	-	6	-	32
		T	140	-	80	-	220
14.	Cachar	R	49	-	79	-	128
		U	20	-	4	-	24
		T	69	-	83	-	152

Contd. - TABLE - 4.6

S1. Sl.	District	Area	Govt.	L/B	P/A	P/UA	Total
15.	Karimganj	R	35	-	20	-	55
		U	5	-	4	-	9
		T	40	-	24	-	64
16.	Karbi Anglong	R	33	-	18	9	60
		U	4	-	2	2	8
		T	37	-	20	11	68
17.	N.C.Hills	R	4	-	10	-	14
		U	3	-	6	1	10
		T	7	-	16	1	24
State-wise		R	1219	-	662	21	1902
Total :		U	256	2	55	15	328
GRAND TOTAL :-			1475	2	717	36	2230

After proper analysis of the different types of District-wise Secondary schools of Assam, it is found from the Table 4.6 that among the plain Districts of Assam, Nowgaon, Jorhat and Kamrup Districts have much higher number of Secondary schools. The records shows that in Nowgong there are 218 number of schools. There are lot of differences about the management of Secondary schools in the different Districts of Assam. These differences are found due to the fact of large number of inhabited villages or due to the early educational activities of the Missionaries and the East India Company than in the Darrang District.

It is observed from the reports of the various Commissions and Committees that the duration of secondary education covers from Class-VIII to Class-XII. While the Education Commission, 1964-66 suggested five years secondary education which are divided into two circles - lower secondary corresponding to 14, 15 and 16 years, i.e. from Classes-VIII to X and higher secondary comprising Classes-XI and XII. The new structure has been introduced as per recommendations of the Education Commission of 1966 as 10 + 2 + 3 system. But the present study will cover only the lower secondary stage that is from Classes-VIII to X.

The investigator will analysis the present District-wise position of total enrolment of secondary schools of Assam. It is observed that the different District enrolled different number of pupils in different classes. Some Districts have a good number of students in a particular class while in some other classes the number of students decreased. The District-wise classification of enrolment shown on Table No. 4.7 given below. The record collected from the State Summary Report of the Fifth All India Educational Survey of Assam.

TABLE - 4.7

CLASS-WISE ENROLMENT IN DIFFERENT DISTRICTS  
FROM CLASSES-VIII TO X

<u>Sl. No.</u>	<u>District</u>	<u>Class-VIII</u>	<u>Class-IX</u>	<u>Class-X</u>
1.	Dhurbi	9169	9594	6808
2.	Kokrajhar	6682	5984	4219
3.	Goalpara	17714	6630	4536
4.	Barpeta	12275	14866	10217

Contd. TABLE - 4.7

Sl. No.	District	Class-VIII	Class-IX	Class-X
5.	Kamrup	19514	18176	14853
6.	Nalbari	12491	11459	12330
7.	Darrang	16726	8603	6240
8.	Sonitpur	15917	8717	5484
9.	Lakhimpur	12614	11258	9405
10.	Dibrugarh	16172	19751	14172
11.	Sibsagar	14554	17035	15106
12.	Jorhat	12539	14245	11335
13.	Nowgaon	14594	14256	11130
14.	Cachar	11448	9538	7719
15.	Karimganj	7297	6314	4004
16.	Karbi Anglong	3715	3439	2893
17.	N. C. Hills	978	725	515
<b>TOTAL :</b>		<b>202409</b>	<b>177590</b>	<b>140633</b>

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State Summary Report.

It is found that the total number of secondary schools enrolment of Assam on Class-wise basis are, 202409 in Class-VIII, 177590 in Class-IX and 140633 in Class-X respectively. While in Darrang District the Class-wise enrolment have been found - 16726 in Class-VIII, 8603 in Class-IX and 6240 in Class-X. But it shows that among the plain Districts of Assam, Goalpara and Kamrup Districts have a high rate of enrolment in the different Classes of secondary schools. The reason for high rate of enrolment in these two Districts is due to the fact

of availability of facilities in the secondary schools. Because of high rate of population in these two Districts the number of schools are also higher.

Besides the above facts, the awareness of freedom, establishment of girls' schools in different rural and urban areas and improved means of communications have facilitated the progress of secondary schools in the State.

After giving in details the investigator makes a proper study about the existing condition of teachers and their training. The total number of teachers, both trained and untrained as well as pupil-teachers ratio in the different Districts of Assam has been shown on Table No. 4.8

TABLE - 4.8

DISTRICT-WISE TEACHERS OF SECONDARY SCHOOLS BOTH TRAINED AND UNTRAINED AND PUPIL-TEACHER'S RATIO

Sl. No.	District	Total No. of Teachers	P.C. of female Teachers	P.C. of trained Teachers	Pupil Teachers' Ratio
1.	Dhubri	949	11.59	18.23	27 : 1
2.	Kokrajhar	645	17.67	31.94	26 : 1
3.	Goalpara	789	12.	18.63	37 : 1
4.	Barpeta	2155	7.98	23.06	17 : 1
5.	Kamrup	2677	23.59	35.44	20 : 1
6.	Nalbari	1565	14.89	25.94	20 : 1
7.	Darrang	1086	16.85	24.40	29 : 1
8.	Sonitpur	1070	21.59	29.16	28 : 1
9.	Lakhimpur	1453	16.04	24.23	23 : 1
10.	Dibrugarh	1432	22.91	20.95	35 : 1
11.	Sibsagar	1306	17.69	29.25	36 : 1

12.	Jorhat	2540	34.49	54.53	15 : 1
13.	Nowgaon	2235	14.59	35.97	18 : 1
14.	Cachar	1471	25.70	24.81	20 : 1
15.	Karimganj	657	17.20	24.81	27 : 1
16.	Karbi Anglong	549	32.97	38.62	18 : 1
17.	N.C.Hills	228	25.44	39.47	10 : 1
<hr/>					
State Total:-		22729	19.71	30.71	23 : 1
<hr/>					

As regards the total number of teachers with their trained and untrained percentages shown on the Table No. 4.8. The total number of teachers in secondary schools of Assam are 22729, out of which 19.71% are female teachers. Moreover, there are 30.71% trained teachers in the State. While the pupil-teachers' ratio in seventeen Districts is only 23 : 1. It is a matter of great controversy that after forty four years of independence the position of trained teachers in the secondary schools of our State still quite meagre. Similarly, the number of female teachers in the State average percentage is not encourageable. Comparing to the percentages of female teachers of advanced countries of the world.

The standard of secondary education largely depends on efficient teaching. But the teachers of the secondary schools are not properly trained except few. Though the number of schools increased speedily, yet its standard and values still stagnant throughout the State.

The investigator after analysing the State-wise position of teachers of secondary schools, the position of teachers of Darrang District has also been shown on Table No. 4.9. The record will show the position of teachers of Darrang District.

TABLE - 4.9

SECONDARY SCHOOL TEACHERS OF DARRANG DISTRICT

District	Total No.of Teachers	P.C. of female Teachers	P.C.of trained Teachers	Pupil-teachers' ratio
Darrang	1086	16.85	24.40	29 : 1

From the Table NO. 4.9 it is seen that the percentage of female teachers in the Darrang District is 16.85 against the State percentage of female teachers of 19.71. It is observed that the percentage of female teachers of Darrang District is lower than the State average percentages. Similarly, with the trained teachers in the District the percentage is 24.40 against the State average percentages of 30.71. Hence, the position of trained teachers of Darrang District is below the State average percentages. It is also observed that due to the dearth of trained teachers in the secondary stage of Darrang District, the average standard is not satisfactory.

Besides the above, the investigator analysis the present percentages of scheduled caste and scheduled tribes teachers in the different Districts of Assam.

TABLE - 4.10

DISTRICT-WISE PERCENTAGE OF SCHEDULED CASTES AND SCHEDULED TRIBES  
TEACHERS OF SECONDARY EDUCATION

Sl. No.	District	P.C.of S.C.Teachers	P.C.of S.T. Teachers
1.	Dhubri	0.75	2.62
2.	Kokrajhar	3.69	36.73
3.	Goalpara	4.22	11.18
4.	Barpeta	2.39	3.62
5.	Kamrup	3.05	3.35
6.	Nalbari	3.06	9.17
7.	Darrang	1.61	16.53
8.	Sonitpur	3.40	2.18
9.	Lakhimpur	5.30	14.61
10.	Dibrugarh	1.71	7.83
11.	Sibsagar	1.15	1.83
12.	Jorhat	6.07	6.0
13.	Nowgaon	6.16	3.51
14.	Cachar	6.45	3.51
15.	Karimganj	10.43	NIL
16.	Karbi Anglong	14.78	15.15
17.	N. C. Hills	2.19	14.05
State Total :-		4.23	6.86

Figures shown on the Table No. 4.10, clearly reveals the percentages of Scheduled Caste and Scheduled Tribe teachers of different Districts of Assam. The percentages of Scheduled Caste and Scheduled Tribe teachers of Assam is 4.23 and 6.86 respectively. While in case of study area that is in Darrang District, the percentages of Scheduled Caste and Scheduled Tribe teachers of secondary schools is 1.61 and 16.53. Hence, the percentages of Scheduled Caste and Scheduled Tribe teachers of Darrang District is much lower than the average percentage of Assam. While on the other hand, the percentages of Scheduled Tribe teachers of Darrang is higher than the State average percentage. It is above the State percentage of 9.68%.

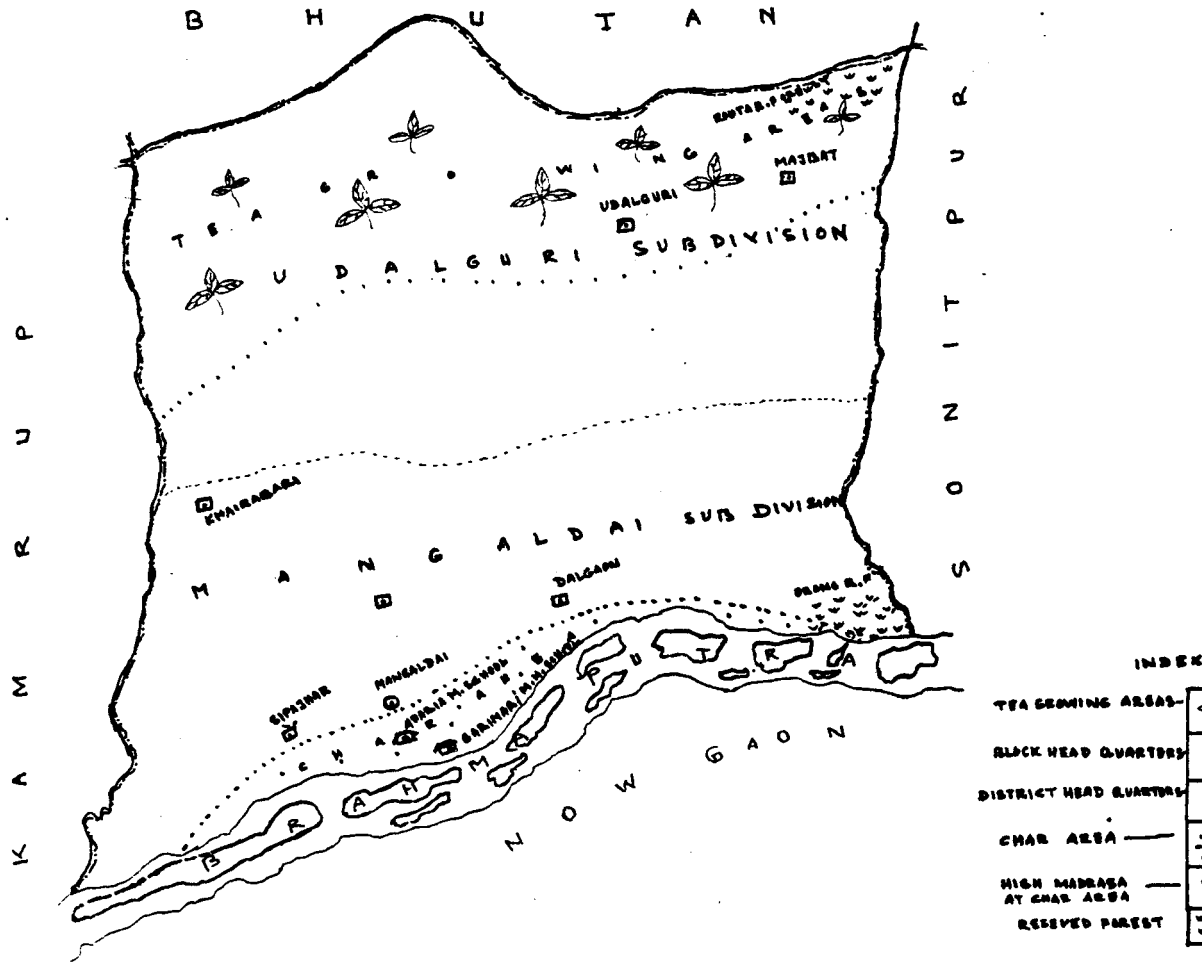
The Northern belt of Darrang District is mostly predominated by the Scheduled Tribes. Out of 1232 populated villages, 235 number of villages are populated by the Scheduled Tribes. Hence, it is quite relevant that the percentage of Scheduled Tribe teachers should be higher than the State average percentage.

It is also observed that the progress of secondary education in the Darrang District is lagging behind due to several factors. It may be due to the fact that the whole of Northern belt is mostly inhabited by Tea-garden labourers. On its extreme Southern belt it is completely inhabited by the Muslim and Hindu immigrants from erstwhile Pakistan and Bangladesh who are neither conscious nor willing for education, have contributed the reasonable causes for the backwardness of education in the Darrang District.







The researcher has analysed the progress of secondary education of the different Districts of Assam with their respective percentages. It is evident from the various Tables and figures about the existing progress of secondary education of Assam with the help of different analytical investigation.

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DARRANG DISTRICT  
(A TOPOGRAPHIC FEATURE)



INDEX

- TEA GROWING AREAS 
- BLOCK HEAD QUARTERS 
- DISTRICT HEAD QUARTERS 
- CHAR AREA 
- HIGH MADRASA AT CHAR AREA 
- RESERVED FOREST 

SCALE 1:12,000

CHAPTER - 5

DESCRIPTION OF THE EXISTING SITUATION AND CONDITION OF  
SECONDARY SCHOOLS OF DARRANG DISTRICT

The State of Assam covering an area of 78,523 Sq. Kms. as per the Census Report of 1971, with a total population of 1,46,25,152 covering 17 Districts<sup>1</sup>. There are altogether 17 Districts as per the Census Report of 1971, out of which the investigator selected only one District as the study area - that is the District of Darrang.

The Darrang District has been created recently in 1st July, 1983. The District was firstly constituted only with the Mangaldoi Sub-Division. While on the 15th August, 1983, the area of the District erstwhile Mangaldoi Sadar Sub-Division has been divided into two Civil Sub-Divisions - Mangaldoi Sadar Sub-Division and Udalguri Sub-Division.

Since the creation of Mangaldoi Sadar Sub-Division, it is in the Head-quarter at Mangaldoi. It is the Sub-Division which is very much agrarian and backward, both educationally and industrially.

The District of Darrang covering an area of 3465.3 Sq.kms. and with a total population of 8,34,574 as per Census Report of 1971 touches the river Pachnai and Sonitpur District in the East, Barnadi and Kamrup District in the West, Bhutan and Arunachal Pradesh on the North, covering a large and small hills, mighty Brahmaputra and Nowgaon

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1. Das, L., :- Education in Assam. United Das Publishers, Guwahati-3. June, 1978, Assam.

District in the South. There are altogether 1424 numbers of revenue villages in six different Development Blocks of Darrang District. The total percentage of literacy in the District is 22.8% only.

The study area covers two Sub-Divisions of the District of Darrang. Both the Sub-Divisions, consist different types of situation and development in respect of education, industry and in other fields. The Draft Annual Plan 1988-89 as approved by the Government of Assam, extended its report towards the different development projects.

The important features of the study area as per Sub-Division-wise are given below :-

#### MANGALDOI SUB-DIVISION

(i) Location :- The Mangaldoi Sub-Division of Darrang District is located within this four boundaries - Udalguri Sub-Division on the North, Pachnai and Sonitpur District on the East, mighty Brahmaputra and Nowgaon District on the South and the Barnadi and Kamrup District on the West. This Sub-Division of Darrang District has a total area of 1566.2 Sq. kms. The river Brahmaputra flows through the southern side of the Sub-Division from East to West. It has a long Char area both on the southern and northern part of the river Brahmaputra. This area is occupied mostly by the immigrants from East-Pakistan and erstwhile Bangladesh. Some of the Char areas have become permanent while others are still temporary and new Chars keeps emerging after every flood.

(ii) Population :- The total population of Mangaldoi Sub-Division as per estimated figures of 1985, is 7,87,841 numbers, out of which 36,965 are Scheduled Castes and 19,774 are Scheduled Tribes. The density of population per square kilometre is 471 and the growth rate is 38.6% from 1971 to 1983 and 15.19% from 1981 to 1985. Moreover, the total numbers of urban population is 44,271 and rural population is 6,93,570 i.e. about 88% lives in the rural areas<sup>2</sup>.

(iii) Education :- It is found that there are 664 numbers of Primary schools and 129 Middle schools, there are 10 provincialised schools and a Government Higher Secondary school. There are also 33 numbers of Adhoc High schools at Mangaldoi Sub-Division. There is no technical institution in the Sub-Division<sup>3</sup>. As about the higher education there are two deficit Colleges, one is at Mangaldoi and other is at Sipajhar. There are 3 Adhoc Colleges, 1 B.Ed. College for Teachers' Training and one Law College and one Commerce College, one Girls' College and in this Sub-Division. Besides the above, recently by some private bodies established some venture Colleges in the different rural areas to minimise the rush of admission into Higher Secondary classes.

As the present study deals with the lower secondary stage of education of the Darrang District, the investigator confined his study within the three classes that is from Class-VIII to Class-X.

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2. Draft Annual Plan 1988-89. Approved by the Sub-Divisional Planning & Development Council, 2nd November, 1989.

3. *ibid.*

The lower secondary education of Mangaldoi Sub-Division as per class-wise, sex-wise and total enrolment of students both male and female and total are figured on Table No. 5.1/

Secondary education of Mangaldoi Sub-Division of Darrang District covers three classes from VIII to X.

TABLE - 5.1 : Shows enrolment of students

Age-wise	Class-wise	Sex-wise		Total
		Male	Female	
13 to 14 yrs.	Class-VIII	1041	767	1808
14 to 15 yrs.	Class-IX	1026	863	1888
15 to 16 yrs.	Class-X	751	3390	4141

During 1987-88 financial year, though the Sub-Divisional Planning and development Council ( S.P.D.C.) approved a large numbers of plans with a wider objectives, only few schemes finally had to be taken up under different sections for implementation in the Mangaldoi Sub-Division due to meagre amount of fund allocation from the Government. The main objectives of this scheme were -

- (i) To increase standard of education.
- (ii) To provide additional facilities for science teachers.
- (iii) To provide grants for building construction.

The overall objectives of this scheme is to attend all round development of secondary education of Mangaldoi Sub-Division.

During 1987-88 financial year, though Sub-Divisional Planning and development Council ( S.P.D.C.) approved a large numbers of plans with a wider objectives, but due to the shortage of fund, only a few schemes had to be taken up for implementation.

#### UDALGURI SUB-DIVISION

As the study covers entire Darrang District covering two Sub-Divisions - Mangaldoi and Udalguri Sub-Divisions, the investigator has to enquire about the position of secondary education of Udalguri Sub-Division also.

(i) Location :- Like Mangaldoi Sub-Division, the Udalguri Sub-Division is also a part and parcel of Darrang District. The four boundaries of the Udalguri Sub-Divisions are as follows :-

- (a) Bhutan and Arunachal Pradesh on the North.
- (b) Sonitpur District on the East.
- (c) Mangaldoi Sub-Division on the South.
- (d) Barnadi and Kamrup District on the West.

This Sub-Division is situated on the northern side and has covered entire northern part of the Darrang District. Moreover, it is in the foot hills of Bhutan and Arunachal Pradesh with a total

area of 1899.1 Sq. Kms. There are certain numbers of rivers all over the Sub-Division. These are - Barnadi, Monai, Kalanadi, Kulshi, Urika, Bholā, Chandana, Golondi, Daipam, Dhansiri, Rowta and Pachnai.

(ii) Population :- The total estimated population of the Sub-Division in 1985 is 5,95,841. Out of which Scheduled Castes population is 18,947 and Scheduled Tribes 1,84,485. The Sub-Division is mostly occupied by Nepālies, ex-tea garden labourers and various business communities from different parts of the State.

The Udalguri Sub-Division of Darrang District is newly created, only on 15th August, 1983. It is the Sub-Divisional Head-quarter and a Tribal block. There are good numbers of schools from Primary to Higher Secondary stage. There is only one private under graduate College in this Sub-Division and is located at Udalguri which is managed by public. Adequate facilities are now progressing like road communications, irrigation, agricultural extension, health services, education and water supply schemes etc. The Dhansiri Irrigation Project is a big irrigation project in this Sub-Division.

(iii) Education :- The Udalguri Sub-Division consist of 589 villages which is covered by the Primary education, and 455 villages has covered by Middle schools. But as the investigator is primarily concerned with the lower secondary education, so a detail analysis will be made on the secondary education of the Sub-Division. The total number of High schools in different management in age-wise, class-wise and sex-wise basis are shown on Table No. 5.2 from Class-VIII to Class-X.

TABLE - 5.2 : Shows the total number of enrolment  
under different management

Types of schools,	Age-wise, Class-wise and Sex-wise					
	14 years		15 years		16 years	
	Male	Female	Male	Female	Male	Female
Govt. Schools	762	629	822	670	617	441
Private Aided Schools	780	384	719	343	440	268
Recognised Schools.	388	235	362	209	281	164

After analysing the different developmental schemes of the study area covering both the Sub-Divisions of the District, the investigator will clearly identify the different findings in the next Chapter.

By random sampling the investigator selected 30 number of Secondary schools from the two Sub-Divisions of Darrang District. It is found from the field survey that there are 123 number of Secondary schools in the District which covers both Government, Government provincialised, private aided and private recognised schools. Moreover, these schools are mostly situated in the rural areas and few numbers are in urban areas. The Secondary schools by management both rural and urban areas of Darrang District is shown on Table No. 5.3.

TABLE - 5.3 : Shows number of schools in  
urban and rural areas

Areas	Govt.	L/B	P/A	P/U	Total
Rural	37	X	71	X	108
<u>Darrang</u> : Urban	8	X	5	2	15
Total	45	X	76	2	123

The above figures shows the existing position of Secondary schools of Darrang District existed in different areas.

In the District, there are altogether 123 lower Secondary schools, out of which 45 are managed by Government and 76 schools are private aided schools and only 2 are private unaided schools. Out of these 123 schools the researcher has selected only 30 schools as sample schools both from rural and urban areas.

Moreover, the sample includes different types of schools, Boys' schools, Girls' High schools and co-educational schools. It is found from the sample survey that there are 23.9% Girls' High schools and the rest 76.7% are co-educated institutions. It is observed that there is no any separate Boys' High school in the District. These are Government schools, Government provincialised schools, private aided and private unaided schools. The Government and Government provincialised schools are financed by the Government through grant-in-aid basis.

But the private recognised schools are managed by the local bodies. There is no any school in the District managed by any religious organisation. Besides the above types of schools in the District there is one English Medium full-fledged High school at the District Head-quarter which is managed privately without receiving any grants from the Government, while the High School Leaving Certificate Examination is conducted by the Secondary Education Board of Assam, under which the candidates of this school have to appear. Moreover, this English Medium school provides employment facilities to the local youths.

#### TIMING OF THE SCHOOLS

As regards the timing of the schools of all the High schools of the District start from 10 A.M. and continues upto 3.45 P.M. every-day. The classes are held regularly six days in a week. Every school starts just after a few minutes prayer.

Every Sunday is a holiday. There is no provision for Second Saturday. But every Saturday is a half-holiday for all the schools. Besides the above, there is a provision for leisure in every day except Saturday. The leisure time starts from 12.45 for half an hour every day. This time may be treated to the teacher and the students as tiffin time. After leisure period it is found that in most of the schools classes are covered only 40 minutes duration.

### SCHOOL UNIFORM

It is observed that almost all the Government provincialised schools and private aided High schools, there is a provision for school uniform. This uniform are prepared by the guardians on their own cost. While from the school side a school Badge or an Emblame is supplied to the students by charging a nominal fees. It is also seen upto Class-X all the schools are free from tuition fees. There is no provision for charging monthly tuition fees etc. But in some schools some sort of fees such as Examination fees, Library fees, Building fees, Festival fees etc. are charged from the students once in a year.

### BUILDING

In matters of building it is observed that almost all the High schools have their own buildings. The buildings are mostly constructed in the centre place of the town and villages. The condition of school buildings are quite different with the different types of schools. Moreover, the sanitary arrangement is also not satisfactory. Because in most of the schools there is no proper arrangement for urinal set. These urinal sets are quite temporary and made by some bamboo walls. But in case of Government schools these sets are much improved. In every town, provincialised schools there is enough facilities for

sanitation etc. But in the village areas schools there is little arrangement for these sanitations.

Besides the above, the condition of school building is also quite distinct with different types of schools. Most of the schools have their Pucca buildings, while some others have Kaccha buildings. Some are having Thatch houses and others are partly Pucca. In the District, 40% schools have their Pucca buildings and 30% schools have Kaccha buildings and the rest 30% are partly Pucca and Thatch houses.

It is revealed from the sample schools that most of the provincialised school buildings are not repaired annually due to lack of funds. Annual repairing and white-washing in some private aided schools are done occasionally. The over all condition of school buildings in the District is not satisfactory. Due to lack of sanctioned funds from the Government, the prevailing conditions of building of the High schools of Darrang District is not satisfactory.

It is also observed that earlier to 1977 all the secondary education of the District were under the deficit system scheme.

During this span of time the school buildings were repaired and developed by an efficient Construction Committee. This Construction Committee was a selective body - selected from the members of the teachers, and from Managing Committee members. Moreover, there was a strong Managing Committee under whose direction and guidance all the development work was executed. But after passing of secondary Education Provincialised Act of Assam in 1977 all the Managing Committees

lost their strong hold due to direct intervention of the Government. As a result, the Government works become a nobody's business. It is believed by all concerned that everything will be conducted by the Government. At present no school except some private unaided schools are under the jurisdiction of the Managing Committees to construct building etc.

In all schools a large number of students come by bicycles from their respective places. But in the schools, there are no provision for cycle stands. So the students keep their cycles either at the front or back-side of the school building or on the verranda of the school.

It is observed that all Government and provincialised High schools have separate office rooms whereas in most of the private aided and private unaided High schools there is no separate office room. It is also found that in every Government school there is provision for a staff common room, but in case of private and unaided schools only one room is utilised for both the purposes. There is no arrangement for students common room in both Government and private aided schools in the District. But in some Government provincialised High schools there is provision for meeting hall. There is no any arrangement for school auditorium in any of the schools in the District.

Another notable thing is found that there is lack of sufficient accomodation due to dearth of rooms. The class-rooms are congested.

### SYLLABUS

As regards syllabus, all the schools whether Government or private aided or unaided, followed the same type of syllabus as prescribed by the Secondary Education Board of Assam. There is uniform pattern of syllabus used by all the schools of Darrang District. At present in all the schools there are English, Assamese, Mathematics, General Science, Social Studies, Sanskrit, Hindi, Arabic (Classical Languages), Crafts, Work Experience, Domestic Science and Hygiene (only for Girls students) etc. introduced in the Secondary schools. But some of the selected subjects, like Music, Craft etc. could not be introduced in the schools of Darrang District due to dearth of trained teachers.

In all the schools of the District there are required number of teachers. But comparing to the number of teachers, the number of trained teachers are quite meagre. It is found that the percentage of trained teachers in the private aided schools is less in comparison to the Government provincialised schools.

The percentage of trained teachers in the District is only 11.6 percent, while the number of untrained teachers percentage is 88.4 percent. It is due to lack of sufficient allotment of deputation for training. Moreover, there is no provision in the State for the in-service training due to which the number of trained teachers are quite few. As regards educational qualification of teachers in the District there are quite good number of graduate teachers and their percentage is 77.7 %. Besides the graduate and post-graduate teachers

there are few Matriculate teachers and their percentage is 3.1% and rest 6.6 percent are Intermediate teachers.

### LIBRARY

It is observed from the sample study that in all the schools there is library. But the condition of the library is not well up. There are 60 percent of schools having library facilities, whereas remaining 40 percent of schools there is negative library facilities. Moreover, there is no any system of Class library in any of the schools. In every school a nominal fee is realised from the students to facilitate library books. This fee is charged at the time of admission in every new session. But the amount is not properly utilised. It is a matter of great resentment that there is no any librarian appointed in the schools of Darrang District. In case of a Government school, a teacher is made in-charge of the library and for this he is given a negligible amount as honorarium.

Moreover, the number of books are also not sufficient. Because the allotment of book grants is not sufficient.

Now-a-days, there is a provision of free supply of books from the State Book Banks. But this provision is admissible only to few schools. The rest of the private and unaided schools of the District is not allowed to receive books from the State Book Banks due to lack of requisite norms. Besides the above, the maintenance of library books

is not proper due to lack of furniture etc. It is found that in some of the schools, books are placed in sixes and sevens. Only few schools are found to maintain one or two Almirahs to keep the books which are attached to the office room. Comparing to the libraries of the Government schools, most of the private and village schools libraries are found to be below standard. There is no provision for reading rooms in the schools for reading the library books. Moreover, the grants allotted for purchase of books for the library in both types of schools is very insignificant.

It is observed that there are a large number of schools in the District having no arrangement of gardening. The school authorities are not interested to utilise the services of the students for this purpose by encouraging the habit of gardening.

In matters of Hostels, it is seen that there is no provision for hostels attached to the institutions, except in few Government and provincialised High schools. Moreover, there is not a single residential type of Secondary school in the Darrang District. Similarly, teachers are not provided quarters. Except a few provincialised schools, even the Headmaster is not getting any quarter. But in some schools the Headmaster is provided with a simple Assam-type quarter adjacent to the school. These quarters are seldom repaired.

TEACHER

It is observed that most of the teachers are coming from the different parts of the District. Some teachers are appointed from different Districts who needs rented houses. Most of the teachers are seen to have come by bicycle and some are seen to have come by bus and many of them comes on foot. Like all other Government officers, teachers are not entitled to get loan for purchasing Motor car or Scooter. While they are eligible for house-building loan from the Housing Board. Every teacher of Secondary school have the opportunity to enjoy triple benefit schemes which includes - Pension-cum-provident fund-cum-Insurance. While these provisions are not found in private unaided schools. Moreover, all the provincialised school teachers are entitled for L. T. C. ( Leave Travelling Concession ) from the Government on the basis of their services.

It is found that the teachers of the Secondary schools are low paid. None of the teachers are happy with their existing salary. Some teachers are having private tuition to get an additional amount. But most of them are reluctant to express their views about this private tuition. Even some of the Headmasters are seen to have undergoing private tuition. Mostly the teachers of private schools have some side business such as - agency in L.I.C.I., Peerless etc. some are busy with the part-time jobs.

A heavy responsibility without sufficient remuneration makes the teacher frustrated. It is found that most of the teachers

are interested in cultivation after their school hours and are busy in their house-hold works. They feel tired at the time of teaching. All these factors are associated due to the lack of insufficient salary as per their qualifications.

Further, it is observed that there is no provision for guidance services and maintaining cumulative record cards for students in most of the schools. But in most of the provincialised schools there is a provision for progress report card for students.

#### PLAY GROUNDS

In every High school in the District there is a play ground. In some schools the play ground is attached to the school while in case of some other schools it is situated in different place. The condition of play field is not satisfactory in some schools. Because the school authority is unable to provide required maintenance cost to these fields. It is found that 96.7% schools have positive play grounds while only 3.3% are negative. As the play field is a requisite norms for recognition of a school, so all the schools have their own play grounds. But due to lack of sufficient grants the condition of play fields are deteriorating.

It is observed in the investigation that the facilities in respect of drinking water etc. is mostly available in the different schools. About 96.7% schools have the facilities for drinking water,

while 3.3% schools have no facility. The nature of facilities for drinking water is based on tube wells. Only a few limited schools have the facility of tap-water. Similarly, with the case of co-curricular activities of the schools, most of the schools have little scope for co-curricular activities. It is estimated that about 70 percent schools have no sufficient facilities for co-curricular activities, while only about 30 percent of schools are found to have sufficient facilities in this field. Due to lack of recreational facilities students are unable to show their efficiency in the different field of works.

It is observed from the survey that in matters of teaching aids, only a few schools have their sufficient numbers of teaching aids. It is evident that only 6.7 percent of Government provincialised High schools have the required aids, while 93.3 percent schools do not have the sufficient teaching aids. These schools are mostly private aided and unaided schools. Due to lack of finance, these schools cannot afford to supply the required number of teaching aids. In fact, it is seen that in all the schools there are black boards, charts and maps etc. as a means of teaching aids. But the number of modern aids are not available in most of the schools. Though the Government of Assam has provided some audio-visual aids like Radio, Tap Recorder etc. to some provincialised schools, these are not properly utilised.

Similarly, it is observed that the apparatus for teaching science is quite insufficient in all the schools. Except some Government provincialised schools a few have science teaching apparatus.

It is seen that 56.7 percent of the schools do not possess the scientific apparatus while only 43.3 percent schools are found to have the required number of scientific apparatus.

As regards Government grants or financial aids etc. it is found that 76.7 percent schools are enjoying the Government grants. These schools are Government provincialised and Government aided schools whereas 6.6 percent schools are seen that these are running by private sources of income. Besides the above, 16.7 percent schools are financed by public donation in the District. It is evident that to get Government grants, the individual school has to fulfill the requisite norms. Those schools which are not recognised by the Board of Secondary schools or by the Government are not eligible to receive any Government grants etc.

The detailed statistical features of the sample schools have been shown in the Table No. 5.4.

TABLE - 5.4

DEMOGRAPHIC FEATURES OF SAMPLE SCHOOLS :: DISTRICT DARRANG

Name of District	No. of Govt. Schools	No. of Private Schools	No. of Govt. Provincialised Schools	No. of Recognised Schools	No. of Unrecognised Schools	Location	
						Urban	Rural
1	2	3	4	5	6	7	8

Darrang	1	11	10	6	2	3	27
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Residential	Non-residential	Nature of Institution		For Boys' only	For Girls' only	Mean of the Students	Mean of Teachers
		Part residential	Co-Educational				
9	10	11	12	13	14	15	16

-	30	-	23	-	7	315	15
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Contd.....

Contd... TABLE - 5.4

<u>Nature of Buildings</u>				<u>Mean Area of the Schools in Acre.</u>	<u>Adequacy of Class-Room</u>	
<u>Pucca</u>	<u>Thatched</u>	<u>Kaccha</u>	<u>Partly Pucca</u>		<u>Sufficient</u>	<u>Insufficient</u>
17	18	19	20	21	22	23
12	8	9	1	2.5	25	5

<u>Facility of drinking Water</u>		<u>Availability of Play Ground</u>	
<u>Sufficient</u>	<u>Insufficient</u>	<u>Positive</u>	<u>Negative</u>
24	25	26	27
29	1	29	1

## CHAPTER : 6

### FINDINGS

In this study the investigator introduced two sources for obtaining correct responses from the concerning authorities. One consists of the Headmaster of the Secondary High schools and the other comprises the members of the Managing Committees. Both the items were served on the basis of a questionnaire. The questionnaire items covered various relevant questions relating to the management and control of secondary education of the District of Darrang.

The questionnaire items for Headmasters consists of personal informations, information regarding Managing Committee, financial position of the school, inspection and supervision, private tuition etc. Moreover, it consists of economic conditions of the teachers, discipline etc.

On the other hand, the questionnaire for the Managing Committee members comprises personal informations of the members, objectives of the Managing Committee, steps taken for raising the economic status of teachers, code of conduct for teachers, achievements of the management, experiences gained during supervision, difficulties faced by the schools and suggestions for improvement of management of the schools. All these items of the questionnaire have been tabled and then analysed one after another.

The first questionnaire was served by the investigator to the Headmasters of the thirty sample schools. The questionnaire items relating to Headmasters personal informations regarding qualification, training etc. have been presented in Table No. 6.1.

TABLE - 6.1 :: Shows the qualification of the Headmasters

Total	Graduate	Post-Graduate	Trained	Non-Trained
Sample Schools	24	6	12	18
30	P.C. 80%	P.C. 20%	P.C. 40%	P.C. 60%

The data presented in the above table shows the actual qualifications of the Headmasters of 30 number of sample schools of the Darrang District.

The figure shows that out of 30 number of sample schools, 24 are graduate Headmasters while only 6 are post-graduate Headmasters. The percentages of graduate Headmasters in the sample High schools are 80 percent, on the other hand only 20 percent are post-graduate Headmasters. The data presented in the table shows that the percentage of trained graduate Headmasters are lower (only 40 percent) while the percentages of non-trained Headmasters are 60 percent. There are so many related factors responsible for this low percentages of the non-trained Headmasters.

In regards to teaching experiences of the Headmasters, it is found on the field survey that most of the Headmasters experienced more than 10 to 15 years. It is observed that the Headmasters of Government provincialised schools are more experienced than private recognised schools. Moreover, it is found that the Headmasters of Government provincialised schools enjoys better scope and financial support than the Headmasters of private schools. The Headmasters of these schools in the District facing lots of financial hardships and difficulties. All the private recognised schools and private aided schools faces the financial deficit due to scanty grant allotted by the Government.

In matters of qualifications of the teachers of the sample secondary schools, there are vast differences in between the teachers. The educational qualifications varies from Matric to Master Degree as shown in Table No. 6.2 :-

TABLE - 6.2 :: shows teachers and their qualifications  
in thirty numbers of sample schools

Matric	Inter- mediate	Graduate	Post Graduate	Trained	Non- Trained	Total
14	30	354	58	53	403	456
3.1 %	6.6 %	77.6 %	12.7 %	11.6 %	88.4 %	

Out of 456 number of teachers in 30 sample schools, only 14 numbers are Matriculate, 30 numbers are Intermediate, 354 are graduates and 58 are post-graduates. The rate of percentages of the qualifications of teachers are 3.1 percent Matriculate, 6.6 percent are Intermediate, 77.6 percent are Graduates and 12.7 percent are Post-graduates.

It is revealed from the figures that percentages of graduate teachers are quite a good numbers, comparing to post-graduates or Intermediate teachers. The above records about the qualifications of the teachers also includes both classical and language teachers of the High schools.

The data presented in the table shows the numbers of trained and non-trained teachers of 30 numbers of sample schools of the Darrang District. Out of 456 numbers of teachers, there are only 53 numbers trained teachers, while 403 numbers are non-trained teachers. The respective percentages are 11.6 percent trained and 88.4 percent are non-trained teachers.

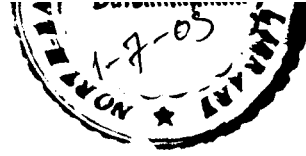
There are certain facilities that enjoyed by the teachers of the Government and Government provincialised schools. These facilities are pension, provident fund and insurance. But it is observed, that the private aided and private recognised schools are deprived from getting these facilities. Moreover, it is found that most of the High school teachers have some extra sources of income, besides their regular pay. Some are earning by cultivation or by rented houses. While others are earning by part-time jobs like agency in the Life Insurance Corpora-

tion, Peerless or by private tuition etc. But the teachers are reluctant to express their free opinion regarding their extra income sources as they feel insecure in revealing such informations.

From the collected informations it is found that the teachers are choosing this profession due to the fact of non-availability of any other jobs. Except a limited few, others are mostly awaiting for better jobs. In fact, the nature of appointment of all the teachers in Government, private and recognised schools is temporary. Due to poor and inadequate salary the teachers are not happy with their profession.

The items of the questionnaire for the Managing Committee members comprised such matters as the selection criteria for the teachers, supervision, appointment of teachers, sanction of leave, sanction of increment, staff payment, construction of building, general management and administration etc. In fact, it is admitted by all the members of the Managing Committee that they have to take appropriate interest in solving the general problems of the school. Earlier to the Provincialisation Act of Assam, 1977, the Managing Committee members had the tremendous role in respect of the following items such as appointment of the teachers and non-teaching staff, sanction of leave, sanction of increment, supervision of accounts, construction of buildings, staff payment and all related matters for the development of school.

But after passing of the Provincialised Act of Assam, 1977, the powers and functions of the Managing Committee members have



been decreased. At present the members of the Managing Committee in case of provincialised schools become a mere Construction Committee. Moreover, they are to wait for sanction of building grants etc. from the Government. The questionnaire items deals with the total numbers of the members of the Managing Committee. It is found that the numbers of the Managing Committee members varies from school to school. In case of Government provincialised schools, there are 11 members. On the other hand, in private aided and private recognised schools, the number of members are nine only. It is found from the collected information that the members of the Managing Committee are seen to have regularly attended the meetings. They render their voluntary services for the development of the school. But they do not receive any Dearness Allowances or honorarium etc. for their services. The Headmaster of the school is the Secretary of the Managing Committee who is authorised to keep all the necessary accounts and other connected documents in connection with the development of the school.

In matters of educational qualification of the members of the Managing Committee there is no any hard and fast rule. The person having social and cultural reputation may generally be selected for the membership. It is found that there is a good co-ordination in between the members of the Managing Committee and the teachers.

There are certain items in the questionnaire for the Headmasters which dealt with topics like examination results, teaching aids, science apparatus, publication of school magazines, residential accomodation for teachers, furnitures and equipments, load of teaching works, co-curricular activities, community relationship etc.

In Assam, the High school final examination is conducted by the Board of Secondary Education. The results of the High School Leaving Certificate Examination and their respective percentages of successful candidates of the sample schools of Darrang District over five years are given in Table No. 6.3 :-

TABLE - 6.3 : Shows the results of High School Leaving Certificate Examination over five years from 1986 - 1990.

Total number of sample schools in the District	Year	Average pass percentage
30	1986	24.9 %
	1987	35.3 %
	1988	29.7 %
	1989	29.5 %
	1990	26.2 %
	Over all total average P.C.	29.1 %

The data presented in the Table No. 6.3 shows that the average successful candidates in 1986 is 24.9 percent, while it rose to 35.3 percent in 1987. Again in 1988 the average percentage of successful candidates rose 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. The over all percentage of successful candidates from 1986 to 1990 is found 29.1 percent.

In respect of scientific apparatus, it is found that out of thirty number of sample schools, there is positive science apparatus only in 13 schools, while in 17 schools they have negative approach for the same. Their percentage is seen as 43.3 percent and 56.7 percent respectively. Similarly, with the case of teaching aids, which is shown in the Table No. 6.4 below :-

TABLE - 6.4 : shows teaching aids

Total number of sample schools	Sufficient	Insufficient
= 30	2	28
	P. C. - 6.7 %	P.C. - 93.3 %

It is seen from the Table No. 6.4 that only 6.7 percent of schools have sufficient numbers of teaching aids. On the other had 93.3 percent of schools are found having insufficient numbers of teaching aids. It is observed that due to lack of proper teaching aids in the schools, the teachers are unable to infuse proper knowledge to their students.

As regards to the types of schools, in the thirty numbers of sample schools in the Darrang District, the Table No. 6.5 indicates clearly about its present position.

TABLE - 6.5 : shows the different types of schools

Total number of sample schools = 30	Boys'	Girls'	Co-education	Village or Rural	Town or Urban
	Nil	7	23	27	3
Percentage :-		23.3%	76.7%	90%	10%

The perusal of Table No. 6.5 indicates about the existing types of High schools in the District. It is seen that there is no separate High schools exclusively for boys. But there are 7 numbers of Girls' High schools amongst the 30 numbers of sample schools in the District. It is also seen that 23 numbers of schools are combined schools where both boys and girls are studied together. From the above table, it is found that 27 numbers of schools are situated in the rural or village areas and only 3 numbers are located in urban or town areas.

The Table No. 6.5 shows the respective percentage of the different types of schools of the District. It is found that 23.3 percent are Girls' High schools, while 76.7 percent are co-educational or combined schools. Similarly, there are 90 percent of schools situated in the rural areas and 10 percent schools are at town areas. It is clear from the above figure that the number of rural schools are higher than urban or town schools.

The picture in respect of nature of management of schools is given in Table No. 6.6 :-

TABLE - 6.6 : shows the nature of management of schools

Records of 30 numbers of sample schools	Government	Govt.Provincialis- ed	Private aided	Recog- nised	Unrecog- nised
	1	10	11	6	2
P.C	3.3%	33.3%	36.7%	20%	6.7%

It is observed from the collected data of the sample schools that the nature of management of the schools are different. The above table shows that there is only one Government High school in the District while 10 numbers of Government provincialised schools and 11 numbers are private aided High schools. Moreover, there are 6 numbers of recognised and 2 numbers of unrecognised schools in the District. This record is found from the 30 numbers of sample schools. It is found that all the Government provincialised High schools enjoyed good financial support as these are managed by the Government. On the other hand, those private aided and recognised High schools, are facing financial hardships and difficulties. Moreover, the private recognised and unrecognised schools are functioning on public donation and by the means of collection of fund by organising some cultural shows or through lotteries.

Looking to the respective percentages of the different types of management of the schools, it is found that 3.3 percent is Government schools, 36.7 percent is private aided schools and 33.3 percent is Government provincialised schools, while 20 percent is recognised and 6.7 percent is unrecognised schools in the sample schools.

Coming to the next vital issue of the findings i.e. the finance of schools is shown in Table No. 6.7 :-

TABLE - 6.7 : shows the nature of grants of different schools

Sample Schools = 30	Govt. grants	Public donation	Private income
	23	5	2
	P.C. 76.7%	16.7%	6.6%

The data presented in Table No. 6.7 indicates about the nature of grants received by the Secondary schools from the different sources. It is observed that out of 30 sample schools, 23 numbers of schools received Government grants and the rate of percentage of such grants is 76.7 percent. On the other hand, 5 numbers of schools managed by public donation and their percentage is 16.7 percent. While 2 sample schools managed by private income sources and percentages

of such schools is 6.6 percent. It is also observed that the Government provincialised schools receive regular grants. On the other hand the private recognised and unrecognised schools have to face financial difficulties due to the lack of sufficient grants. In fact, all the Government provincialised schools are better managed than that of the private schools.

It is observed that there are three major difficulties generally faced by the schools due to the poor financial grants. Firstly, most of the schools face the problem of accommodation, secondly, the major difficulty is the irregular payment to the staff and the third one is non-release of funds in time to the schools. Thus, the financial difficulties are the root cause of all troubles in the school management.

TABLE - 6.8 : shows the the types of buildings

Number of sample schools = 30	Kaccha	Pucca	Thatched	Partly Pucca
	9	12	8	1
P.C.	30%	40%	26.7%	3.3%

The Table No. 6.8 shows that 9, 12, 8 and 1 number of schools have Kaccha, Pucca, Thatched and Partly Pucca buildings and the percentages of corresponding to the above schools are 30%, 40%, 26.7% and 3.3% respectively. It is seen from the sample survey

that the over all conditions of the school buildings are lagging behind due to the lack of initiative of public, Government and the concerning authorities of the schools.

In regards to the play grounds the following figures in the Table No. 6.9 shows the percentages of sample schools.

TABLE - 6.9 : indicates the Play Grounds

Thirty numbers of samples schools.	Positive	Negative
	29	1
	P.C. - 96.7%	3.3%

It is clear that 96.7 percent of schools possesses positive play fields. The total number of such schools having positive play fields are 29 out of thirty sample schools. On the other hand there is only one school having no play field and the percentage is 3.3 percent. It is found that a large number of Secondary schools have play fields, while only a limited few schools have no play fields. However, the condition of the play grounds are not adequate. There is no any provision for maintenance of play fields. The over all conditions of play grounds are not satisfactory in the District surveyed schools.

Besides the play ground there is another important required facility necessary for the schools and that is drinking water. it is found that in almost all the schools there is facility for drinking water. Out of 30 number of sample schools, there is provision for drinking water in 29 schools while only one school there is no provision for the same. The percentages for this item are 96.7% and 3.3% respectively.

TABLE - 6.10 : shows the Library facilities

Total Number of sample schools = 30	Positive	Negative
	18	12
	P.C. 60%	40%

From the above Table it is seen that out of thirty number of sample schools, there are 18 number of High schools having library facilities, while the rest 12 number of schools having no library. The percentage of schools having library facility is 60 percent. But in 40 percent schools there are negative facilities. It is observed that though there is library in the schools, there is no Librarian. Generally a clerk or a teacher is in the charge of the library. Moreover, there is no proper facility for reading rooms in the library. A school library without a reading room is less attractive for both the teachers and students.

TABLE - 6.11 : shows the Co-curricular Activities

Total number of sample schools = 30	Sufficient	Insufficient
	9	21
	P.C. 30%	70%

A perusal of Table No. 6.11 shows that the co-curricular activities that introduced in the sample schools are different from school to school. Some schools have sufficient numbers while others have quite insufficient numbers. It is seen in the above Table that in 9 number of schools there are sufficient numbers of co-curricular activities with 30 percent, while in 21 number of schools the facility for co-curricular activities is insufficient and the percentage is 70%.

As regards the size of the High schools, it depends on the number of enrolment of students. Schools with enrolment 400 or more, may be called large or big size school and the schools having less than 200 enrolment may be called the small size school. It is observed that most of the provincialised schools are big schools. Enrolment of such schools are seen to have exceeded 400 to 500 numbers. But most of the private recognised and unrecognised schools are small size schools.

Similarly, the schools may be categorised as poor and good categories on the basis of facilities available in the schools. It is seen that in the sample schools, there are some good schools while some are poor schools. As regards equipments and facilities are concerned, in the sample schools only 5 percent of the schools can be placed in the good category. These schools are found to have possessed a reasonable number of school facilities and equipments. Again, 25 percent of the schools can be categorised as poor schools on the basis of facilities and equipments.

It is found in the findings that the major problems of secondary education are the wastage and stagnation. The pass percentages worked out on the results (Ref. Table No. 6.3 on page No.102) indicates about the huge number of wastage. In the sample schools it is seen that the number of wastage in the higher classes is less in comparison to the number of lower classes. Moreover, the stagnation among girls is greater than that of the boys as shown in Appendix -2. Similarly, the wastage and stagnation differs considerably from area to area. The wastage is higher in rural areas comparing to that of the urban areas. It is evident from the study that due to various related factors, the wastage and stagnation goes on in the secondary education. Of these factors, some are economic and some are academic. From the field survey it is found that the economic condition of most of the parents is very poor and thereby poverty of the parents leads to low economic or educational status. From the academic point of view, the defective curriculum, existing method of teaching and defec-

tive examination system are generally responsible for such wastage and stagnation. Heterogeneity in the age composition of pupils in a class is another reasonable causes for drop outs. Moreover, faulty admission policy, absence of adequate facilities, long distance from home, dearth of teachers are all associated with wastage and stagnation.

Next comes up the item of the questionnaire about the inspection of the schools. It is found from the records of the sample schools that the inspection of the schools are occasional and not regular. Moreover, during the inspection, the Inspector cannot afford much time for inspecting the whole affairs of the school. The Inspector can stay only for two or three hours. He inspects the teaching process, written work of the students, library of the school, staff pattern, accounts, apparatus, equipments and various other records of the school. In case of private recognised or unrecognised schools, it is seen that the Inspector is repeatedly requested to come for inspection by the members of the Managing Committee or by the Headmaster. The Inspector is found to be very much busy in his file works in the office comparing to his duty towards the physical inspection of the schools.

As regards parent-teacher association it is observed that in Government schools, the function of such association is rare in comparision to thøprivate aided and recognised schools. The function of this association is to make the parents well acquainted with different problems of the schools.

Regarding Teachers' Association, it is found that almost in every school there is Staff Council or Association. Again in the

District level, there is strong Teachers' Association. The major function of the Association is to take necessary steps for the improvement of service conditions, salaries, promotion and professional competency of the teacher community. The Association is to place the different grievances of the teachers before the Government for immediate solution.

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## CHAPTER - 7

### 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 out-look, efficient speaking capacity, ideal character, self-discipline, punctuality and influencing personality<sup>1</sup>.

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 mere 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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1. Rai, B. C. :- School Organisation and Management,  
Prakashan Kendra. P. 14.

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<sup>2</sup>." 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

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2. Elsbree : M. C. Nelly, :- Elementary School Administration and Supervision. Second Edition, 1987. P.2

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 upto 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 incarsing 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<sup>3</sup>.

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.  
1st Edition - 1967. P. 43.

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 imparative 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 text book 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<sup>4</sup>. 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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4. The Ministry of Education, Government of India :-  
Report of the Indian Education Commission. Para - 3.

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<sup>5</sup>. Hence teachers training is the sine quanon 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.

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5. The Ministry of Education, Government of India :-  
University Education Commission's Report. Para 215.

- (2) 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.
- (3) Moreover, while imparting training undue emphasis is given on theory instead of practical side.
- (4) The one year duration is also not adjustive comparing to the length of courses.
- (5) The most stumbling block for these defects is the finance. Poor allotment of Government grants cannot improve the academic atmosphere of the training institutions.
- (6) The present time teacher training programmes are dominated by formalism and academic emphasis on learning and cramming, the methods of teaching become stereotyped.
- (7) Conditions of school practice teaching are unsatisfactory.
- (8) There is no model schools attached to the training centre.
- (9) 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.

### MANAGING COMMITTEES

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 port-folios 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<sup>6</sup>.

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

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6. Rai, B. C., :- School Organisation and Management.  
Prakashan Kendra, Review Edition-1975. P. 275.

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 over all 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 summum 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<sup>7</sup>.

Various educational Reports and Commissions, right from 1902 to up-till-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.

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7. Kochhar, S. K. :- Pivotal Issues in Indian Education. P. 266.  
Sterling Publishers Private Limited,  
New Delhi-110016.

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 an 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 un-necessary 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<sup>room</sup> 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 class room, 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.

4. General Science.
5. General Mathematics.
6. Social Studies.
7. Art Education.
8. Physical and Health Education.
9. Work Experience.
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 <sup>8</sup>.

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, globes, 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<sup>8, 9</sup>.

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.

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9. Kocchar, S. K., :- Secondary School Administration,  
5th Edition - 1971. P. 241.

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<sup>10</sup>. From the above statement it is clear that there should be adjustive 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

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10. Rai, B. C., :- School Organisation and Management.  
Prakashan Kendra. P. 91.

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 privileges 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<sup>11</sup>.

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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11. Saikia, S., :- School Organisation and Administration, P. 17.  
Mani Manik Prakash, Guwahati-781001, Assam.

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 thirst 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<sup>12</sup>. 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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12. Bhatnagar, Suresh, :- Kothari Commission - Recommendation and Evaluation, (1972). P. 16.

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 rare 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<sup>13</sup>.

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 emphasized by W. M. Ryburn by saying that those who occupy this key position must be people possessing certain qualities as follows<sup>14</sup> :-

- i) Inspector should be a man of education vision, with a wide knowledge of modern development in education and in the philosophy of education.
- ii) He should possess a broad and liberal mind.
- iii) He should be constructive rather than destructive.
- iv) He must be sympathetic.

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13. Safaya, R. :- School Organisation and Administration. P.338.

14. Ryburn, W. M. :- The Organisation of Schools. Fourth Edition, 1950. PP. 171 - 174.

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 regarding 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 padagogies, 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.

### WASTAGE AND STAGNATION

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<sup>15</sup>. 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 staggd 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

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15. Kocchar, S. K. :- Pivotal Issues in Indian Education.  
Reprint, 1982. P. 84.

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 <sup>of</sup> 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<sup>16</sup>.

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16. Das, L. :- A Text Book of Education. P. 31.  
United Dass Publishers, Guwahati, Assam.

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 some 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.

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## CHAPTER - 8

### SUMMARY AND CONCLUSION

#### 8.1 SUMMARY :

In the ancient time, Assam was known as Kamrupa with its glorious heritage. Assamese people have great reverence and deep love for education. During that period, education was regarded as the most important tools for self-realisation. The overall progress of secondary education during last century was really unsatisfactory due to various wrong policies adopted by the then rulers.

From the early decades of British rule, deliberate efforts were made to introduce and to propagate the British educational system in India. However, the East India Company adopted a policy in the field of education. But the progress of education was distressingly low. Assam came under the East India Company after the Treaty of Yandabu in 1826. It was Davit Scott who established a number of schools in Upper Assam and Lower Assam for the improvement of education.

In fact, the East India Company was the founder of the modern system of education in Assam. Further, the Christian Missionaries also made notable contribution in the field of modern education of Assam.

As secondary education is the central link between primary and high education, therefore, for the all-round development of the masses this stage of education should get prior importance. The

secondary education is the mediating link between the elementary and collegiate education and if this is the position occupied by the secondary stage, it is an undesirable fact that the type of education given at the secondary level plays a significant role in the entire field of education.

The present study shows that in Darrang district, a large number of secondary schools are managed by the private bodies as compared to a much smaller number of Government schools. It is observed that the examination results of the private schools are better than the Government provincialised schools.

Further, the teachers in private school shows greater zeal and enthusiasm than the teachers of Government and Government provincialised schools. It is a common idea that Government schools are good schools and the private schools are bad schools. But it must be acknowledged that private bodies have played as an important role in the development of secondary education. Hence, it is necessary to established by reseach study how far the Government provincialised schools differ from private schools in quality and in their problems. The present study aims at the factors which are responsible for academic backwardness of this District at secondary level. Further, the study also highlights the unequal facilities of the schools in the field of secondary education in Darrang district. Another aim of the study is to suggest possible remedial measures for the improvement of existing conditions.

Method :

The data have been collected mainly from the field study, and in this connection a questionnaire scheduled is used for recording the relevant informations. Further, the investigator interviewed the Headmasters, teachers and members of the Managing Committees for the purpose of studying their problems intensively. The researcher through personal contact with these persons discussed various problems of their schools and sought opinions and suggestions regarding the difficulties faced by them. The study area covers both the Sub-Divisions of the District and it includes both rural and urban areas schools. Moreover, the study covers both Government provincialised high schools, private aided and recognised high schools of the District.

The investigator selected thirty secondary schools out of 123 high schools of the District by random sample technique. From the sample schools, situated at rural and urban areas are sorted out so as to make a comparative study between rural and urban schools of the District.

Further, the selected schools are again classified into (i) Government, (ii) Government provincialised, (iii) Private Aided and (iv) Private Recognised schools.

Treatment of Data :

The data collected for the purposes of research have been descriptively analysed. The findings of the study from the opinions of the Headmasters, teachers and members of Managing Committees show certain trends on the issues under investigation.

It is observed that most of the schools, specially the private schools are situated in rural areas. The enrolment of students in private rural schools are much less compared to those of Government and provincialised schools. The study reveals that there is lack of proper co-ordination and co-operation among the Headmasters, Asstt. teachers and members of the Managing Committees. The material conditions of schools, teaching aids etc. are not at all satisfactory. There is also the problem of wastage and stagnation in most of the schools situated in the interior parts of the District. Further, there is hardly any sort of inspection made by the Inspectors of the schools. Most of the schools under study are found to maintain a very poor co-curricular activities.

It is, further, observed that due to acute financial hardships most of the private schools are unable to maintain even the minimum standard necessary for running the school. Comparatively, the Government provincialised schools are better so far as material conditions and other facilities are concerned.

The findings shows that out of 456 teachers of thirty sample secondary schools, there are only 53 are found to be trained with 11.6 percent. This has certainly reduced the academic standard of general education in the District. It is observed that in all the private schools under survey there are required number of teachers but the numbers of trained teachers is quite meagre.

Regarding supervision of class works the study shows that the Headmasters of private schools give more stress upon planned teaching, discipline and written works of the students than the Headmasters of Government schools. In our view, the Managing Committee

members should be more interested for the smooth management of the schools, than the Headmaster, but it is found quite reverse. The Headmasters are more involved in different activities of the schools. Therefore, they hold a more positive view of the climate of their own schools. But the Managing Committee members are not involved in the school affairs to that extent.

So far as the financial benefits are concerned the position of the private school's teachers seems to be neglected. While the Government and provincialised school teachers are enjoying all the benefits as per their service conditions. Therefore, it is quite natural that there will be more dis-satisfaction and frustration among the private school teachers. As a consequence, the talented persons are reluctant to join teaching profession. Though there is need for trained and competent teachers, the authority had no other alternatives than to appoint incompetent and untrained teachers to run the school. Further, it is observed from the data that teachers do not find scope to read sufficient books and magazines to refresh their knowledge and to engage themselves in creative activities.

Further, due to the poor financial grants, irregular payments and non-release of funds in times are some of the reasonable causes of all troubles in the school management. Wastage and stagnation at this level is found to be one of the colossal problems in the District. From the sample study, it is observed that the number of wastage in the higher classes is less in comparison to the number of lower classes. Further, the stagnation among girls is greater than the boys. Similarly, it is observed that wastage is higher in the rural areas schools comparing to urban areas.

Regarding parents - teachers associations, it is observed that in Government and provincialised schools, the function of such association is rare than the private schools. Further, there are teachers' associations in different levels - such as District level, State level associations. These associations has to place different problems of the teachers before the State authorities for immediate solutions.

It is observed from the study that physical education which is more important for the proper development of personality of the child is completely neglected in the District schools. There is no provision of professional training centre for the inspecting staff and this may be considered as an important factor for the backwardness of secondary education in the District. Though the State Council of Educational Research and Training Centre of Assam extended training facilities towards the Inspectors, but the duration of training is not sufficient. In fact, lack of comprehensiveness and adequate competency in the inspecting staff, proper inspection and supervision is not found in its schools which caused academic backwardness in the field of secondary education in Darrang.

Thus, after a good deal of discussion it may be summarised that poverty, ignorance, illiteracy, lack of finance, lack of Government facilities, lack of co-ordination and co-operation between different concerning bodies, bad communications, spatial pattern of population, deprivation of modern amenities, wastage and stagnation, lack of proper supervision & inspection, lack of provision for physical education are responsible for the backwardness of secondary education in the District of Darrang.

## 8.2 CONCLUSION :

From the present study it may be ascertained the following conclusions. The existing system of education of our State can be classified into three distinct stages - (i) Elementary, (ii) Secondary and (iii) Collegiate. The progress of education does not terminate at any stage, due to the fact that all the stages are inter-related and inter-dependent. But the secondary stage is relatively more important than the other two stages of education for the reasons that it is treated as the terminal stage for most of the students and for the students seeking higher education it is the founding stage. Thus, secondary education has a determining qualitative effect reaching out into all important sectors. It is obvious that secondary education forms a central link in the entire chain of education because it is through this stage that backward and forward linkages are established.

As regards to the existing positions of the secondary education of Darrang district, the investigator arrived at the following reasonable conclusions :-

- (i) The present study reveals that comparatively with all the plain Districts of Assam, Darrang district is one of the backward District both educationally, socially and economically. So this District needs special attention and programmes in all aspects for its further development.

(ii) The tremendous increase of populations, poverty of the people, illiteracy of the parents, indifferent attitude towards female education, inadequate financial resources have contributed much towards the backwardness of secondary education in the Darrang district.

(iii) The socio-economic conditions of teachers is far from satisfaction. The private school teachers particularly get lower scale of pay with insecurity of service. Under such conditions no teacher can be expected to discharge his duties creditably and with sincerity.

Hence, most of them resort to private tuitions and other such side business as a source of extra income. This procedure has contributed much as a set-back for the general progress of secondary education in the District.

(iv) The material conditions of teaching like furniture, building and other equipments are quite inadequate in the existing secondary schools of Darrang district, which stand on the way of imparting education to the pupils, resulting in deterioration of the standard of the school. Further, it is revealed that Government and provincialised schools possess reasonable number of books in their libraries whereas the libraries of most of the private schools are ill-equipped.

- (v) The present study shows that although the schools possess required number of teaching personnel but the number of trained teachers are less. So it creates obstacles on the way of progress of education.
- (vi) Due to the lack of required number of co-curricular activities, physical education etc. for building the harmonious development of the personality of the students is mostly neglected in the schools of Darrang district.
- (vii) The study reveals that the school community relationship is not at all encouraging. So there is lack of understanding between the teachers and the parents which is much essential for the people to understand the difficulties of the school affairs.
- (viii) Proper supervision and inspection of the school is absent. Moreover, the school situated at the most remote backward areas and distant places from the District Head-quarter is not timely inspected, resulting complete backwardness in standard of academic education.
- (ix) The study reveals that the Managing Committees has no vital role in matters of administration and management of the school at present. They are simply a development Committees without any financial powers. Therefore, the Managing Committee members takes little interest in matters of school management and development.

- (x) The teachers morale depends upon the social status, economic condition and professional competency. The social recognition and prestige constitute the most important motivating factors in organising a profession. But the study shows that the Government, political leaders and the public is not encouraging the cordial treatment towards teachers. Further, it is quite natural that competent teachers earn the reputation and love of the pupils. Hence, professional competency improves the social prestige of teachers.
- (xi) It is a common expectation that the profession which offer better economic status attracts intelligent and competent persons. The higher the salary and other economic benefits the more is the rush to enter into the profession. Thus, the economic instability and inefficiency caused some teachers to change their profession.
- (xii) The study reveals that the ~~causes~~ of studies in the schools of Darrang district has failed to introduce some most important subjects according to the local needs of the children. For example, teaching of agriculture is not stressed. Further, craft is completely neglected and new method of teaching science and mathematics are being ignored. The programme of work-experience

or socially useful productive work on which Gandhiji's basic education was founded has been completely neglected in its schools. Like-wise, the importance of physical education is completely ignored.

(xiii) Financial hardship is the root of all evils in the field of secondary education in the District. The financial position of the Government high schools are slightly better than the private schools. Precarious financial condition of the private schools leads inefficiency and ill-management of the schools.

(xiv) Thus, in our considered view, there are so many related factors involved in the process of slow progress of secondary education in Assam and specially in Darrang district, out of which, the poverty of the people, socio-economic conditions, lack of facilities, lack of co-curricular activities and lack of physical education etc. are in the fore-front.

Thus, it is revealed from the above conclusions that the secondary education of Darrang district is really backward which need proper improvement. To improve the educational conditions there should be co-ordinated efforts from all sides - Government, public and administrative authorities and the teachers. Moreover, to develop

the school teaching climate and general conditions, special attention and facilities are needed. For the all-round development of the secondary stage of education in the District, the basic needs of the local youths should be fulfilled by providing enough scope and facilities in the courses. The present problem arising due to the various bandhs and strikes etc. launched by the Tribal youths in the District should have to be controlled and should amicably settled through discussion and negotiation just to strengthen the academic conditions and to restore peace in the District.

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## CHAPTER - 9

### SUGGESTIONS

The following suggestions have been tentatively made on the basis of the present findings so as to make qualitative improvement of secondary schools in Darrang district. It has already been mentioned that Darrang district is one of the backward Districts of Assam. So far as education is concerned it may be considered as educationally backward District. The rate of literacy, enrolment, number of educational institutions are comparatively lower than that of other neighbouring Districts of Assam. In addition to these, there are lack of other facilities like hospitals, free quarters, important markets, proper road communications to the most interior places. Under this circumstances most of the Headmasters and teachers serving in this District, specially in remote areas, faces a number of problems and difficulties which need radical transformation.

#### A. HEADMASTER

The reputation and success of the school largely depends upon the good relation that maintains by the Headmaster with his staff, students, parents and the society. Therefore, the Headmaster should act as a co-ordinating agents between the parents and the school. For this purpose, he should exploit all opportunities of direct and indirect contacts.

- (i) The present study shows that the population structure of the District differs from area to area, which are mostly inhabited by the Tribals and immigrants. Therefore, to motivate the illiterate parents towards education, the Headmaster may invite them to witness exhibitions, dramatic shows, variety shows and other such cultural activities organised by the school. Moreover, it is better to arrange documentary film shows relating to different cultural, social and educational problems.
- (ii) In the study it is found that the financial stringency is one of the major contributing factors towards the growth and development of education in this District. In this position it may be suggested that donation whether large or small should come from the the public and this process indirectly involve the mass people in educational field. Moreover, the Headmaster should appreciate and express deep gratitude and thanks to those donars at the time of reading the annual report. Besides, he may organise meetings of the parent-teacher association to discuss various issues relating to schools.
- (iii) For the smooth running of the school administration and supervision, the Headmaster may decentralise his powers and functions to the members of his staff. He should appoint Sub-Committees for some non-teaching tasks like examination, library, school magazine, social service,

excursions etc. The system of decentralisation will give a lot of relief to the Headmaster and will ensure efficient administration.

- (iv) To develop the socio-economic position of the Headmaster, they must be duty-bound, honest, sincere, punctual and should have moral character.
- (v) To attract the most efficient and talented persons for this profession there should be enough scope and facilities for quarters adjacent to schools, hospital facilities and good road communications.
- (vi) There should be provision for special pay and allowances for those who are serving in most remote and backward areas like Tribal belts and blocks, immigrants areas or Char areas and Tea garden areas.
- (vii) The provision of State Reward to the most deserved and successful teachers and Headmasters should be awarded at the time of their service period instead of after retirement.
- (viii) There should be enough scope for promotion to higher cadre like - Inspector of Schools, Deputy Directors etc. from the list of the efficient and qualified Headmasters.

- (ix) In fact, a wise and tactful Headmaster by giving teachers, students and the community due recognition, affection and respect and by winning their faith, confidence and co-operation may sufficiently attend the social recognition and prestige.

#### B. TEACHER

- (i) In order to recruit the most suitable persons in this profession the following suggestions may be of great importance. It is observed from the present study that there is no planning for recruitment of teachers in the District. In many schools in rural areas do not get even the minimum number of teachers as required to run the schools. As a result the children are made half educated and categorically which may be termed as education starvation in the rural areas. Under this condition in our considered view, some special attention should be given for the recruitment of teachers to this District. In this regard to attract the talented teachers to serve the school in most backward areas like Tea garden areas, foothills of Bhutan areas as well as in immigrant areas should be insisted.
- (ii) The teachers serving to these areas should be given special facilities like free quarters, free medical treatment and additional allowances besides their regular scale of pay etc.

- (iii) The practice of recruitment of teacher candidates should be made on the basis of merit and it should be free from political intervention. Reservation for backward classes and Scheduled Caste candidates should be limited.
- (iv) As the economic condition of the mass people in this District is very poor, so it is not feasible to establish schools in these areas on public donation. Moreover, as the people of these areas are mostly illiterate, they are not well conscious about the education of their children. Therefore, it would be a better plan of education if Government come forward to establish schools at their own initiative. The Government should construct school buildings, and to supply all facilities like library books, teaching aids, science apparatus and laboratory facilities.
- (v) Public involvement in education is an important factor for the spread of education. So, parent should be involved in management and development of the schools in these areas.
- (vi) There should be a school Management Committee which will includes Committee members from among the general public. The Committee entrusted with the responsibilities of developing their schools affairs. Occasionally there should be parent teachers association to discuss different problems relating to education of their children.

- (vii) As regards the selection and appointment of teachers preference should be given to local youths. The involvement of local youths develop the faith of public on education and it would help in expansion and spread of education in the District. Moreover, it will be an inspiration to the local youths that they are serving to their own people.
- (viii) As better planning and dedicated human effort is necessary to make secondary education a sufficiently strong central link with the entire chain of education, so the service conditions and scale of pay etc. should be improved. Though the Government adopted the policy of giving uniforms, scale of pay to all teachers, yet there should be provision for special allowances to those working in the backward areas.
- (ix) All the teachers of secondary schools should get pension, provident fund and insurance as suggested by the Secondary Education Commission of 1952. Both the Government provincialised and private aided school teachers should get the above benefits.
- (x) At the expiry of any teachers during their service period there should be provision for family pension.

- (xi) Though the Government of Assam have created a District-wise Selection Board for the appointment of teachers, it should be better to avoid political interference and biasness. Such selection should encourage more and more local youths than other parts of the District.
  
- (xii) As teachers are the real architect, so due honour and recognition should be given by society. Therefore, the teachers should be invited to social functions and meetings like other Government officers. Moreover, the importance of services and sacrifices should be duly recognised by the mass people.
  
- (xiii) The fixation of pay and other allowances should be given to the teachers not on the basis of nature of post, but on the academic and professional qualifications. There should be provision for advance increment or higher salary to the teachers having higher qualification. This practice will be a source of inspiration to the teachers.
  
- (xiv) The practice of private tuition should not be encouraged. In no case, bonafide teachers should indulge private tuition. Such procedure reduces the incentives of the teachers to work hard in the school. Thus, instead of private tuition the teachers may arrange tutorial classes in the school at least three days in a week. This practice will relief the poor parents from the pressure of having demand of private tuition.

- (xv) The load of works and hours of duty should be adjusted and it should be similar with that of other Government servants of the District.
- (xvi) As regards the improvement of the training of secondary school teachers it would be better to renovate the complete procedure. The present patterns, policies and procedures are to be restructured for better improvement.
- (xvii) The training of the teachers should be residential type. There should be provision for pre-service training along with inservice training. The more and more local educated youths should be encouraged to get training for teaching profession. A special training allowances should be given to the youths for their pre-service training. Thereby, many of the anti-social activities of the youths may be avoided. Moreover, there should be provision for refresher courses for the secondary school teachers.
- (xviii) The teachers training should be task oriented instead of examination oriented.
- (xix) The present rigid type of one year training course should be extended to two years course, considering the professional need of the training.

(xx) Considering the insufficient number of trained teachers in the District, enough scope should be given to the willing youths to study B. Ed. course. But at present due to the restriction imposed by the Guwahati University regarding limitation of admission, the most of the deserving local youths are deprived of getting admission in this training institution. Such restriction is really an indirect cause of frustration among the educated youths of the locality. Therefore, the authority should review the order of restriction, so that the young graduates get the opportunity in the field of training.

(xxi) Considering the above, it is to be suggested that more intensive measures should be adopted by the State Government to enhance sufficient grants to the existing training institutions and should immediately be taken over by the Government. Training institutions having affiliation and recognition from the University should be taken over by the Government without further delay.

### E. REGIONAL IMBALANCES

It is observed from the present study that Darrang district is one of the backward Districts of Assam both economically and educationally. As such there are great regional imbalances between the different Districts of Assam in the field of secondary education. The entire northern part of the District is inhabited by the Tribals

like Bodo, Kacharies, immigrants Bangladeshi and Napalease and Tea garden labours. As a consequence, these backward classes and masses have little scope for higher education. Therefore, to overcome such imbalances from the field of education, the following suggestions have been made :-

- (i) The schools situated in most remote areas should get special facilities like free supply of text books, uniforms and mid-day meals etc. to inspire the children of the backward classes.
- (ii) The Department of Education should laid down strenuous efforts to equalise educational opportunities irrespective to all schools situated in these areas.
- (iii) The more intensive efforts are needed to develop road communications to facilitate the children to attend the schools regularly without difficulty.
- (iv) To promote social harmony and national integration among the backward classes and masses, the common school system as recommended by the Education Commission of 1964-66, should be adopted through-out the District.
- (v) Parents being the poor and illiterate in rural areas, they are quite indifferent towards female education. Therefore, there should be special scholarship awarded to the girls

candidates. Further, there should be special reservation in employment for educated girls in the District. The local young girl candidates should get the first preference in employment.

- (vi) To attract the local youths the conditions of school buildings should be improved. So the State Government should sanction maximum financial assistance to improve the school buildings and material conditions of teaching in the backward areas of the District.
- (vii) The District Educational Planner, Inspector and the social workers should arrange seminars, meetings and discussions from time to time in the most remote areas and should guide and instruct the teachers and local guardians. This practice will promote the harmony and good relation between the parents and teachers of rural and urban areas schools. Thus, for the removal of regional imbalances between the different high schools of the District, the above suggestive measures should be adopted.

#### D. CURRICULUM

The existing curriculum of the high school needs some modifications. Therefore, following suggestion is made for its improvement :-

- (i) As agriculture is the main source of livelihood of most of the people of this District, so maximum facilities to

to study agriculture should be given in its school curriculum. Besides agriculture there should also enough scope to study, home-science, crafts, carpentry, tailoring, music etc. By introducing such subjects in the curriculum, many of the problems like unemployment etc. may be solved. Further, it will solve some social and economic problems of the youths of the District.

- (ii) For the successful functioning of the above subjects and to infuse proper knowledge and guidance, stress should be given to appoint qualified and specially trained persons.
- (iii) The local youths are very much interested with physical education like N.C.C., A.C.C., Scout and Drills etc. Further the Tribal youths are physically strong and stout. So, they need more and more physical exercises and co-curricular activities in the school. Considering the importance of these activities and to encourage the youths of the locality there should be enough provision for physical activities. At the same time, for the successful operation of these activities, the school authority should give enough facilities.
- (iv) The subjects of the curriculum should be flexible instead of rigid in its structure. There should be proper adjustment with the local needs of the learner. Provision should be there in the courses to change the subjects as per the requirements of the students.

- (v) Curriculum should includes those essential subjects by which the learner may promote democratic sense and social stability. Further, these courses of study should serve the purposes, needs and interests of the young.
- (vi) The aims and objectives of every subjects should be on the fore-front, so that the local youths may be attracted with the course.
- (vii) non-essential and un-related subjects should be dropped.
- (viii) Over-lapping of courses should also be avoided.
- (ix) Proper care should be given to the text book writers, so that un-important and un-applicable subjects may not be included on the books.
- (x) For the development of moral character of the youths there should be some moral lessons in the courses.

#### E. FINANCE

The present study shows that the financial assistance to the schools of Darrang district is insufficient. Therefore, to enhance financial sources the following suggestions are made :-

- (i) The schools situated at rural areas have sufficient land under their possession. This cultivable land should be utilised by intensive co-operative farming through which the school authority can earn a good amount by selling its products. Further, the amount received from this source may be enhanced by purchasing National Saving Certificates (N.S.C.) in every year.
  
- (ii) Every school in the District received a good number of work-experience products. The products like, bamboo works, cane works and embroidery works have heavy demand in the open market. Therefore, the school authority should sell this product either on auction or on open market and earn a handsome amount.
  
- (iii) To enhance the financial position of the school there may be arranged some cultural or dramatical shows on ticket sale basis. Further, the school authority may also arrange lottary to improve financial position of the school.
  
- (iv) For the greater interest of the institution, there should be favourable contact between the school and the community. Unless the local people are interested to raise the fund of the school no other means is possible. By public participation and initiative, the expenditure of the building construction can be reduced by utilising locally available

materials. Further, the school authority should appeal to some local rich persons for donation and financial help.

- (v) The Housing Board should give sufficient loans on liberal basis for the construction of school buildings.
- (vi) On the whole, for the financial improvement of the secondary education of the District both the State Government and the public should take appropriate steps.
- (vii) A minimum monthly fees should be imposed upon the students of secondary schools to improve the financial conditions and to make the involvement of the guardians with the schools affairs.

#### F. MANAGING COMMITTEE

In our considered view the policy of provincialisation of secondary education is a great blow towards academic improvement of the school. It provides only personal benefits to the teachers. This policy does not provide any benefit to pupils or to general education. Further, it reduces the powers and functions of the Managing Committees. Therefore, for the improved services of the Managing Committee, the following suggestions are made :-

- (i) The members of the Managing Committee should be selected from the Education Department. Preference should be given to the local educated and social reputed persons.
- (ii) The powers and functions of the Managing Committee should not be seized at any cost. The Managing Committee should not be an idle or sleeping Committee, rather they should be an active and conscious body.
- (iii) The members of the Managing Committee should be sincere and well conscious. They should not be guided by any political persuasion.
- (iv) There should be regular sitting of the Managing Committee to discuss various problems relating to school affairs.
- (v) For the smooth functioning of the Managing Committee the meeting should be held preferably on holiday, so that the regular routine work of the school may not be injured.
- (vi) To motivate the members to attend the meetings, provision for special D.A. and T.A. should be introduced. This practice will promote the sense of sincerity and inspiration to the members to attend the meetings regularly.

### G. EXAMINATION

Regarding the reformation of existing system of examination, the investigator made the following suggestions :-

- (i) The validity and reliability of an examination is largely depends on examiners. Therefore, the qualified and experienced teachers should be appointed as an examiner. As suggested by Raymont that "an examiner should not only be a master of his subject but also an experienced and successful teacher," should be followed.
- (ii) To avoid the subjective judgement of the examiners on essay type examinations more stress should be given on objective or short type answers.
- (iii) Every school should introduced a cumulative record card. Marks should be recorded on it and it should be duly signed by the teachers and guardians.
- (iv) The present system of unit test should be reformed and it should be adjusted with the ~~number~~ number of students. In case of a big class where number of students more than 25 to 30 should be conducted their unit test in separate two groups. Further, the marks of the unit tests should be recorded and it should also be added with the annual result.

- (v) Students should be encouraged to study text books instead of studying ready-made notes. This will help to develop proper conception of the content.
- (vi) The duration of time in devising the test should be adjusted with the number of questions.
- (vii) There should not be too easy or clumsy questions. Further, no indulgence should be given to any candidate to copy in the examination.
- (viii) The examination halls should be well-ventilated, spacious and should free from all distractions.
- (ix) The teacher should give more importance on home assignments and some credits should be given in the assignment.
- (x) There should be periodical examinations like weekly test, monthly test, half yearly test etc. Marks secured by the students in these tests should be considered for promoting to next higher classes.

#### H. INSPECTION AND SUPERVISION

The most of the secondary schools of Darrang district are situated in the interior places. These schools needs intensive supervision and inspection for the qualitative improvement of education. Therefore, the investigator made the following suggestions :-

- (i) As the people of this backward areas are mostly illiterate and poor, so proper arrangement should be made to provide effective and frequent inspection to these schools.
- (ii) There should be specific training for the inspecting staff, so that they may conduct satisfactory inspection. Further, there should be provision for apprenticeship under the senior officers of the Department.
- (iii) The Director of Training should take the sole responsibility about the entire programme of training in the State.
- (iv) The attitude of Inspectors towards teachers should not be harsh but cordial. Let the teachers be understood that inspection is a means of academic improvement. Further, the Inspector should never be a carping critic, but he should be a friend, philosopher and a guide to teachers.

- (v) To find out the real data about a particular school the inspection should be instituted on an accidental basis. Again, for the submission of inspection report there should not offer any bribes or gifts from the Head of institution. This practice will reduces the prestige position of the Inspector.
- (vi) Due to the lack of communications and long distance from the District Head-quarter, most of the schools of interior places are not inspected. As a result, these schools are deprived of getting Government grants and aids. Therefore, proper steps should be taken to inspect such schools without further delay.
- (vii) Considering the present importance of the inspection, there should be increased number of Inspectors in the District. The Inspector should not be busy with the file works in the office.
- (viii) The schools are established by the public in the different parts of the District should be inspected on a phase-wise manner and reports should be submitted without delay.
- (ix) The Inspector should supervise the class works, buildings, library and fund position of the school. Further, the Inspector should check all the defaultation if there be any and it should be properly handled. Proper guide-lines should be directed by the Inspector to modify such defaultations.

## I. LIBRARY

The over-all conditions of library in the secondary schools of Darrang district is not satisfactory. Moreover, in most of the private aided schools have no library facilities. Therefore, to improve the conditions of library, the following suggestions are made :-

- (i) The school library should be situated in the middle of the school. There should be a separate hall for school library and it should be spacious and well lighted. Further, there should be library reading room attached to the library.
- (ii) The school library should remain open on all the working days and books should be ready for distribution.
- (iii) The students of northern part of the District are mostly tribals. Therefore, to attract them towards library reading, adequate facilities like tables and chairs, racks and book-shelf, map and charts, notice-boards and catalogue etc. should be sufficiently provided.
- (iv) In the secondary schools of Darrang district it is observed that a clerk or a teacher is in-charge of the library. But the necessity of a full-time librarian is badly needed by all. Therefore, to conduct and to run smoothly the different functions of the school library a full-time trained librarian should be appointed in each school.

- (v) The State Government should sanction maximum possible assistance to the schools to purchase library books.
- (vi) Every school library should maintain some bylaws. This practice of bylaws will promote the system of issuing and withdrawal of books. There should be provision for fine to the defaulters.
- (vii) There should be proper checking of library books from time to time, so that nothing damage may occur. The books should be kept in a systematic manner with all possible care.

#### J. WASTAGE AND STAGNATION

The structural pattern of population of Darrang district is a cosmopolitan type where different tribes are living together. Therefore, it is quite natural that there is a large number of wastage and stagnation goes on in its schools. To overcome this large wastage and stagnation from the field of secondary schools of Darrang district the following suggestions are made :-

- (i) To inspire the poor parents and children of this area sufficient facilities like scholarship, free books, school uniforms, mid-day meals and teaching materials should be given. Further, the school authority should provide good number of co-curricular activities and other ancillary services to the students.

- (ii) The teaching methods and courses should not be too rigid, but it should be simple, interesting and dynamic to attract more children.
- (iii) The promotion from one class to another should not be based only on the basis of performances of examination, leaving aside the most effective practical part.
- (iv) Arrangement should be made for special coaching to the educationally backward students, so that they may understand the importance of their lessons.
- (v) A devoted and sincere teacher may eliminate many evils of wastage and stagnation, through his personal influence and persuasion. Therefore, sincere, honest and qualified trained teachers should be appointed.
- (vi) The programme of Adult education and other non-formal agencies should be made vigorous, so as to make the guardians conscious towards educations and thereby problem of wastage stagnation both at primary and secondary level may be overcome.

### K. MATERIAL CONDITIONS OF TEACHING

So far the existing material conditions of teaching in the District schools are concerned, the investigator made the following suggestions for its improvement :-

- (i) A school without a play ground is no school at all. Therefore, the school authority should take appropriate care to arrange the play ground. It should be cleaned and should have boundary fencing wall.
- (ii) The school authority by their initiative should bring sufficient grants from the State Government for the improvement of school play field.
- (iii) The teacher in-charge of games and sports should invite the students to work together in the form of a social service to clean the play field.
- (iv) There should be proper arrangement for sanitation. The toilet rooms, both for boys and girls should be separated. Toilet rooms must be regularly cleaned. Phenyle and other disinfectants must be used regularly.
- (v) The present Kaccha type latrine should be replaced by a concrete sanitary latrine. The provision for urinal should be attached with the latrine.

- (vi) It is a regular feature that students keep their bicycles on the corridors or on the walls of the school which looks indecent. Therefore, the school authority should arrange bicycle shed with stands outside the school buildings.
  
  - (vii) The schools situated in the most remote places of Darrang district have no proper arrangement for drinking water. As a result of which the students of these schools have to drink impure water either from ponds or from rivers. The school authority should immediately stop such practices and should arrange filtration of water. The State Government should allow sufficient grants for the improvement of material conditions of teaching.
  
  - (viii) The school uniform should be supplied free of cost by the Government instead of by poor parents.
  
  - (ix) The uniform should not be dazzling colour, it should be pale but attractive colour.
  
  - (x) In every school there should be provision for health education and health checking. Further, there should be periodical free medical check-up for all children.
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**A P P E N D I X**

**QUESTIONNAIRE SCHEDULE**

1. Name of the school :-
2. Whether school is situated at :- Village/Town/District Head-quarter
3. Block under which the school is situated. :-
4. Type of school :- Boys/Girls/Co-education.
5. Total area of the school campus :- In Bighas 1/5/10/Above.
6. Type of the building :- Kaccha/Pucca/Thatched/Open space.
7. Date of establishment of the school. :-
8. Nature of Management of the school. :- Govt./Private/Provincialised/Recognised/Unrecognised.
9. Type of grants (financial sources) :- (1). Govt. grants, (2) Public Donation, (3) Private Income.
10. Total number of students :- Boys/Girls.
11. Pattern of habitation :- SC/ST/O.B.C.
12. Distance from the nearest town :- 1 Km/ 5 Km /10 Km /Above.
13. Average attendance :-
14. Result of H.S.L.C. Examination over five years. :- 

In percentage
Year/Pass/Division/Percentage
15. Medium of Instruction :- Assamese/Bengali/English/Bodo/Nepali
16. Name of the Headmaster and address. :-
17. Educational qualification :- I.A./ B.A., B.Sc./ M.A., M.Sc./ B.T., B.Ed/ Any other.
18. Nature of appointment of :- Selective/Temporary/Permanent.
19. Previous experience, if any :-

20. Why have you selected this profession. :- (1) Due to your likeness.  
(2) Waiting for a better chance.  
(3) As a means of livelihood.  
(4) No other means.
21. Actual distance from your residence to the school. :- 1 Km./ 5 Km./ 10 Km./ Above.
22. How do you cover this distance :- Bicycle / Walking / Bus / Car.
23. Do you feel tired after your arrival. :- Yes / No.
24. Are you satisfied with your present salary. :- Yes / No
25. Do you teach at your home :- Yes / No
26. Have you received any remuneration for this. :- Yes / No
27. How many period a day you take classes. :- 1 / 2 / 3 / 4 /
28. Do you keep any academic calendar:- Yes / No
29. Are you satisfied with the present curriculum. :- Yes / No
30. How do you prepare your daily time table ? :-
31. How many types of co-curricular activities do you introduced ? :- (1) Games and Sports.  
(2) Debates and Symposium.  
(3) Dramas and Recitation.  
(4) Dance and Music.  
(5) Drill and Exercises.
32. How many feeder upper primary schools do you have in your locality. :- 5 / 10 / 15 / Above
33. Do you have your own office room :- Yes / No
34. Do you think that class rooms are over crowded ? :- Yes / No
35. Do you have any plan for extension of rooms ? :- Yes / No

36. Are the following amenities available in your school ? :-
- (1) Workshop,
  - (2) Play ground,
  - (3) Auditorium,
  - (4) Music or Dance Hall,
  - (5) Audio-visual aids :-
    - (i) Maps & Charts,
    - (ii) Globe,
    - (iii) Radio,
  - (6) Scientific apparatus,
  - (7) Laboratory,
  - (8) Toilet,
  - (9) Drinking water :-
    - (i) Tube Well,
    - (ii) Deep Well,
    - (iii) Govt. supply,
    - (iv) Tank water.
  - (10) Black Board,
  - (11) Number of Chairs Tables,
  - (12) Number of Desks & Benches,
  - (13) Number of Almirah,
  - (14) Library,
  - (15) Bicycle Stand.
37. How many types of examinations do you hold in your school ? :- Monthly/Half yearly/Annual.
38. Do you have any class unit test ? :- Yes / No
39. Have you organised any parent-teacher meet ? :- Yes / No
40. How many members are in Managing Committee ? :-
41. Do all members of Managing Committee <sup>attended</sup> meeting regularly ? :- Yes / No
42. Have you supervise the classes ? :- Yes / No
43. Do you review their activities ? :-
44. Do you have staff meetings ? :-
45. Do you think that students are conscious about right & duties ? :-
46. Does the Students' Union look after the welfare of the students ? :-

47. Do you have any chance of promotion or transfer ? :-
48. Have you received books from the Government in time ? :- Yes / No  
If so, state the reason of its delay.
49. Do you have any maintenance grants ? :- Yes / No
50. How many total number of :- 10 / 15 / 20 / 25 / Above  
Male/Female/I.A./B.A.,B.Sc./M.A.,  
M.Sc./B.T.E.T.
51. State their qualifications :-
52. Are they loyal to their profession ? :-
53. Do they satisfy with their present pay ? :- Yes / No
54. How many times in a year your school is inspected ? :-
55. Whether inspection is made on prior information or an accidental basis ? :-
56. Do your teachers are scared of inspection ? :-
57. The Inspector stresses on which subject ? :- Academic/Management/Co-curricular activities/Examination results or Buildings.
58. Do you political inspection made by any political leaders ? :- M.L.A./ Minister / Any other.
59. Have you received any benefit from inspector ? :- Yes / No
60. What measure do you suggest for the development of secondary education of Darrang district ? :-
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