

TABLE OF CONTENTS

Title	Page no.
<i>Abstract</i>	i-x
<i>Declaration</i>	xi
<i>Certificate of Supervisor</i>	xii
<i>Acknowledgements</i>	xiii-xv
<i>Table of Contents</i>	xvi-xx
<i>List of Images</i>	xxi
<i>List of Tables</i>	xxii
<i>Glossary</i>	xxii-xxiv
<i>Abbreviations</i>	xxv
<i>Maps</i>	xxvi
CHAPTER 1 – Introduction	1-37
1.1 The Research Problem	1-4
1.2 Research Questions	4
1.3 Research Objectives	4
1.4 Theoretical Framework	4-16
1.4.1 Education and market	5-8
1.4.2 Language market and its reproduction	8-10
1.4.3 Language ideologies	10-11
1.4.4 Markets as fields	11-14
1.4.5 Basic concepts used – <i>jati</i> and class	14-16
1.5 Literature review	16-22

1.5.1	Public vs Private schools – the debate	16-18
1.5.2	Schools, choice, class and medium of instruction	18-22
1.6	The Field – Guwahati city in Kamrup (Metropolitan) district, Assam	22-29
1.7	Research Methodology	29-36
1.8	Organisation of the thesis	36-37
CHAPTER 2 – Private schools and language politics in Assam		38-64
2.1	Introduction	38-40
2.2	Schools in pre-colonial period in Assam	40-41
2.3	Language politics and colonial rule in India	41-44
2.4	Private schools in colonial India	45-47
2.5	The Assam context	47-53
2.5.1	Private schools in colonial Assam (1826-1873)	47-49
2.5.2	The contentious issue of the medium of instruction	49-50
2.5.3	The Christian missionaries as saviours of the Assamese language	50-52
2.5.4	The state of schooling (1873-1947)	52-53
2.6	The role of the middle class	53-55
2.6.1	The middle class and its affinity towards English	54-55
2.7	Private schools in post-independence period in India	55-57
2.8	Education in Assam	57-58
2.9	Language politics in Assam after independence	58-61
2.9.1	Official state language agitation (1960)	58-59
2.9.2	The medium of instruction movement (1972)	59-61
2.9.3	The Assam Movement (1979)	61
2.10	Existential crisis of the community	61-64
2.11	Conclusion	64
CHAPTER 3 – The Assamese private school market: <i>Jatiya Bidyalay network</i>		65-84
3.1	Introduction	65
3.2	The contemporary school market in Assam	65-70

3.3	Private schools in Assamese medium – the <i>Jatiya Bidyalays</i>	70-72
3.4	The <i>Jatiya Bidyalay</i> movement in Assam	72
3.4.1	The beginning: <i>Assam Jatiya Bidyalay</i>	72-76
3.5	<i>Jatiya Bidyalays</i> as a network	76-79
3.6	Conceptions of control in the market	79-80
3.7	Reasons for spread of the <i>Jatiya Bidyalays</i>	80-83
3.8	Changing nature of politics and the role of the state	83-84
3.9	Conclusion	84
 CHAPTER 4 – The field setting: a small low fee <i>Jatiya Bidyalay</i>		85-108
4.1	Introduction	85
4.2	The school – KGFZ <i>Jatiya Bidyalay</i>	85-88
4.3	Language ideologies and schools	89-90
4.4	Ideological goals of the school	90-92
4.5	The curriculum	92-94
4.6	Celebration of important events	94-96
4.7	Everyday school practices	96-101
4.7.1	The morning assembly	97-98
4.7.2	Language teaching inside the school	98-101
4.7.2.1	Teaching English and Hindi in Assamese	98-101
4.8	Perception about languages	101-107
4.9	Conclusion – ideology, sentiments and survival	107-108
 CHAPTER 5 – Market and competition: school as a business organisation		109-131
5.1	Introduction	109
5.2	The language market and the school market	109-110
5.3	The school and its position in the field	110-112
5.4	The school as a business – customers <i>baki't sole</i> (live on credit)	112-115
5.5	School strategies and practices	115-127
5.5.1	Low teacher salaries, pay cuts and informalisation of recruitment	116-120

5.5.2	Teacher retention and replacement	120-123
5.5.3	Teacher stability – tuitions inside the school	123-124
5.5.4	Spreading the word	125-127
5.6	The indirect competition with the market leader	128-129
5.7	Competition and increase in the field size	129-130
5.8	Conclusion - competitive markets and language politics	130-131
CHAPTER 6 – Parental school choice: <i>preferences for a Jatiya Bidyalay</i>		132-149
6.1	Introduction	132-133
6.2	School choice in India: English vis-à-vis Indian languages	133-134
6.3	Brand value of a <i>Jatiya Bidyalay</i>	135-137
6.3.1	Visual advertisements of <i>Jatiya Bidyalays</i>	135-136
6.4	The choice of a small <i>Jatiya Bidyalay</i>	138-148
6.4.1	Private vis-à-vis Government schools	138-142
6.4.2	Sentiments for language and culture	143-146
6.4.3	Neighbourhood school	146-148
6.5	Conclusion	148-149
CHAPTER 7 – Conclusion		150-161
7.1	Introduction	150-151
7.2	Key Findings (chapter wise)	151-157
7.2.1	Private schools and language politics	151-152
7.2.2	Assamese medium private school market and the changing nature of language politics	153-154
7.2.3	Contradictions between ideological goals and actual functioning of the school	154-155
7.2.4	School functioning affected by market competition	155-156
7.2.5	Parental school choice	156-157
7.3	Thematic conclusions	157-160

7.3.1	Assamese nationalism and the <i>Jatiya Bidyalays</i>	157-158
7.3.2	The changing dynamics of school market and medium of instruction	158-159
7.3.3	Social embeddedness of private schools	159-160
7.3.4	Flaws in the market-based model of education	160
7.4	Policy implications	161
7.5	Future study	161
BIBLIOGRAPHY		162-174