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CHAPTER - VII  
CONCLUDING OBSERVATIONS

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## I

## SUMMARY AND CONCLUSIONS

The importance of effective administration of education in the development of education is beyond any question. Such need is all the more imperative so far as secondary schools are concerned. Efficient administration of a school calls for proper administration of its office, its physical resources, its finance, its personnel- teaching and non-teaching and such responsibility lies in the hands of the educational administration right from the top at the State level(the Minister, the D.S.E.), to the district level(D.Is.) and at the school level(the Managing Committee, Headmaster, Asstt. Headmaster).

The present study gives an insight into the administrative practices in the sampled schools and approached to study job attitudes of teachers and also attempted to study the profile of educational administrators at the school level. The major premise on which the present enquiry rests is that though all the schools in the State of West Bengal are expected to follow the same rules, norms and government orders, however, in actual practice all the schools are not evenly financed, evenly staffed, nor they have similar physical resource, same quality of teachers and so on. A broad divergence has also been witnessed as to availability of physical and financial resources, student strength in relation to the teacher strength.

The following conclusions emerge from the present study:-

1. There exists difference in management pattern in between non-government aided, government and government sponsored schools.
2. Availability of physical resources viz. number of class rooms, teaching aids, Library books etc. vary from school to school. They do not depend on the number of students as we came across schools having maximum number of students have least facilities. Even minimum basic necessities like toilets, drinking water are absent in some of the schools.

3. Development expenditures and expenditures on student amenities are very little as more than 90% of the total expenditure is on account of salary of the staff. Moreover, the schools do not have any other sources of income other than grants-in-aid from the government as no tuition fees can be charged from the students. This situation is the result of the introduction of free education at the secondary level. Free education will surely help the under-privileged or economically backward section of the population. But persons who can easily afford to pay should not get this benefit at the cost of the State exchequer. When such people admit their children in private schools, they are ready to pay even Rs.500/- p.m. or more, but they are reluctant to donate even Rs.50/- in a year for the development of schools aided by the Govt., while the average expenditure per student per annum in such schools is between Rs. 1500/- and Rs.3000/-. Private industries/business houses should also come up with helping hands. After all they belong to the society and utilising society's resources to run their business/industries. These institutions may be allowed to opt for self financing as far as possible.

4. Large number of teachers are not that much satisfied with their job. Most of them have complaints about their compensation package. Absence of benefits and amenities like other sectors is a major source of grievance. Political interference is also a major factor received focus in the

teachers' complaints. However, they also suggested some useful measures for improvement.

5. There exists no performance appraisal system for teachers nor there exists any promotion system/career advancement scheme which has a negative impact on motivation of the teachers. Qualified, sincere and good teachers' hard work generally go unwitnessed and unrewarded. The teaching profession, now-a-days lost its charisma and thus unable to attract well qualified and dedicated teachers as in earlier days.

6. There exists no proper assessment of manpower(viz. teacher) requirement in schools. As a result, either there is overstaffing or understaffing which further resulted in varying teacher-student ratio.

7. Teacher-student ratio is also a factor of prime concern so far as the results of this study is concerned. We came across schools having teacher-student ratio of 1:30 and some schools having teacher student ratio of 1:100. Also we found that a school has section size of more than 160 students. How it is feasible for a teacher to teach such a huge number of students at a time.

8. Persons who are engaged in administration of schools mentioned some major problems like political interference, shortage of staff, accommodation and finance. They also

offered some valuable suggestions for solution of those problems - important among them are recruitment of staff, more autonomy for the head of the institutions etc.

## II

### SUGGESTIONS

On the basis of the results of this study, the following specific suggestions can be made:

1. School-wise proper assessment of requirement of physical resources, viz. accommodation, basic amenities like drinking water, toilets etc. should be made taking into account the number of students. Schools having larger students should get maximum resources.
2. Inequality as to allocation of funds and other resources should be removed. In this respect, expenditure per student can be an effective and reliable criteria for assessment of financial requirements in a school.
3. A normal teacher-student ratio should be followed uniformly by all schools. Schools which are under-staffed and whose teachers are thus taking excessive loads should not suffer due to the schools which have maximum number of teaching staff.

This disparity should be removed immediately. It may be that the govt. may not have necessary funds for recruiting new teachers, but a Transfer Policy can easily be introduced to resolve this crisis. Schools which have adequate staff should not be given sanction of new posts without proper assessment of manpower requirements.

4. Regular inspection of schools by appropriate authorities should be strictly adhered to. This will bring out a sense of accountability on the part of the institutions.

5. Compensation package should be so tailored that it attracts talented people.

6. Recruitment must be made through a State level School Service Commission like PSC, CSC.

7. At least time scale promotion facility should be introduced so that teachers are well motivated.

8. Performance appraisal system should be introduced for monitoring the performance of the teachers. This may be done at least once in three years.

9. Refresher Courses/Orientation Programmes at regular intervals should be introduced for development of the teachers

10. More autonomy should be given to the heads of the institutions so that they get the scope to show their talents. However, this does not mean that they will have absolute freedom.
11. There should not be any political interference in the day to day administration, recruitment of teachers.
12. Educationists should be inducted into the Managing Committees, Governing Bodies of the Schools.
13. The Government should try to prescribe uniform management policy for all institutions without any categorisation like Government, non-Government etc.
14. Last but not least, Educational Planners at the top level should be more active so as to give due weightage to this area of immense importance through close and regular monitoring of the working of the schools.