
CHAPTER - I

INTRODUCTION

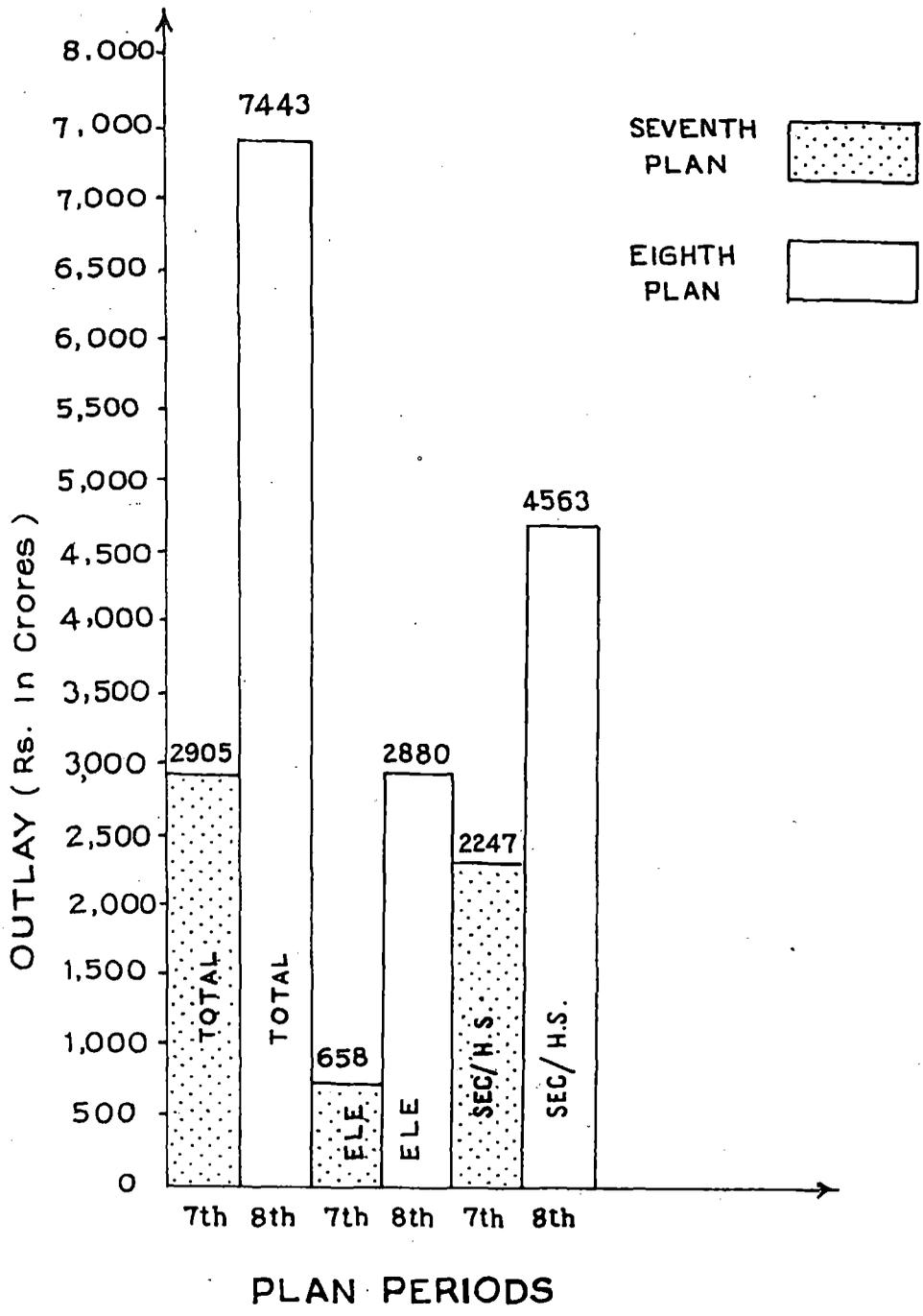
I

EDUCATIONAL ADMINISTRATION : ITS RATIONALE

Education is important to economic development, to civic and political development and to cultural development. These benefits are contributions of education to a country as a whole and to its population as a collective entity. Education in this sense is a separate sector of national development in much the same way as are such other sectors as agriculture and industry. Like health and the supporting environment, education is perhaps the most important factor

upon which the quality of human resources depends. As the adaptations and applications of science and technology upon which development depends to a large extent are not accessible to an uneducated or untrained population, Economic Progress and growth rests upon sufficient numbers of qualified professional, specialists, technical experts, skilled craftsman, managers and production of such skilled manpower is the function of education. Such education can be gained in formal schools, or on the job or so. Thus education is undoubtedly a major factor in economic progress and growth as there exists a positive correlation between the literacy rate and the average per capita incomes of developing countries. Furthermore, an educated population of a country is more able and more likely to define and articulate its social, economic and political values as compared to an uneducated population. In addition, role of education in cultural development is also of greater significance. Administration of educational development thus becomes a matter of immense importance because of the indispensability of education to a nation's economic, political, and cultural health¹.

The rationale for modernising and strengthening administration of education in India has been stretched by a number of committees and commissions including the Indian Education Commission of 1966. Though education has expanded to a great extent, the administrative bodies have remained more or less unchanged. This necessitated streamlining the machinery



Data source : STATESMAN/25.9.92

Fig. 1

for educational administration and it has become more urgent in views of the changing frontiers of educational pedagogy and significant developments that had taken place in the fields of Science and technology and in our socio-economic set-up.².

Educational administration is a comprehensive effort intended to achieve some specific educational objectives. It is considered to be the dynamic side of education and deals with educational institution right from the schools and colleges to the secretariate. Educational administration involves "integration" of various parts like human elements material things, laws, regulations, ideas etc. into a "whole"³.

The purpose of educational administration is to bring teachers and students under such conditions so as to achieve the objectives of education more successfully. To put in other words educational administration aims at enabling the right student to receive the right education, from the right teacher, at a cost within the means of the state, which will enable students to profit by their learning.

II

SCHOOL ADMINISTRATION

School is at the very base of the big hierarchy of educational administration. Hence, efficient school

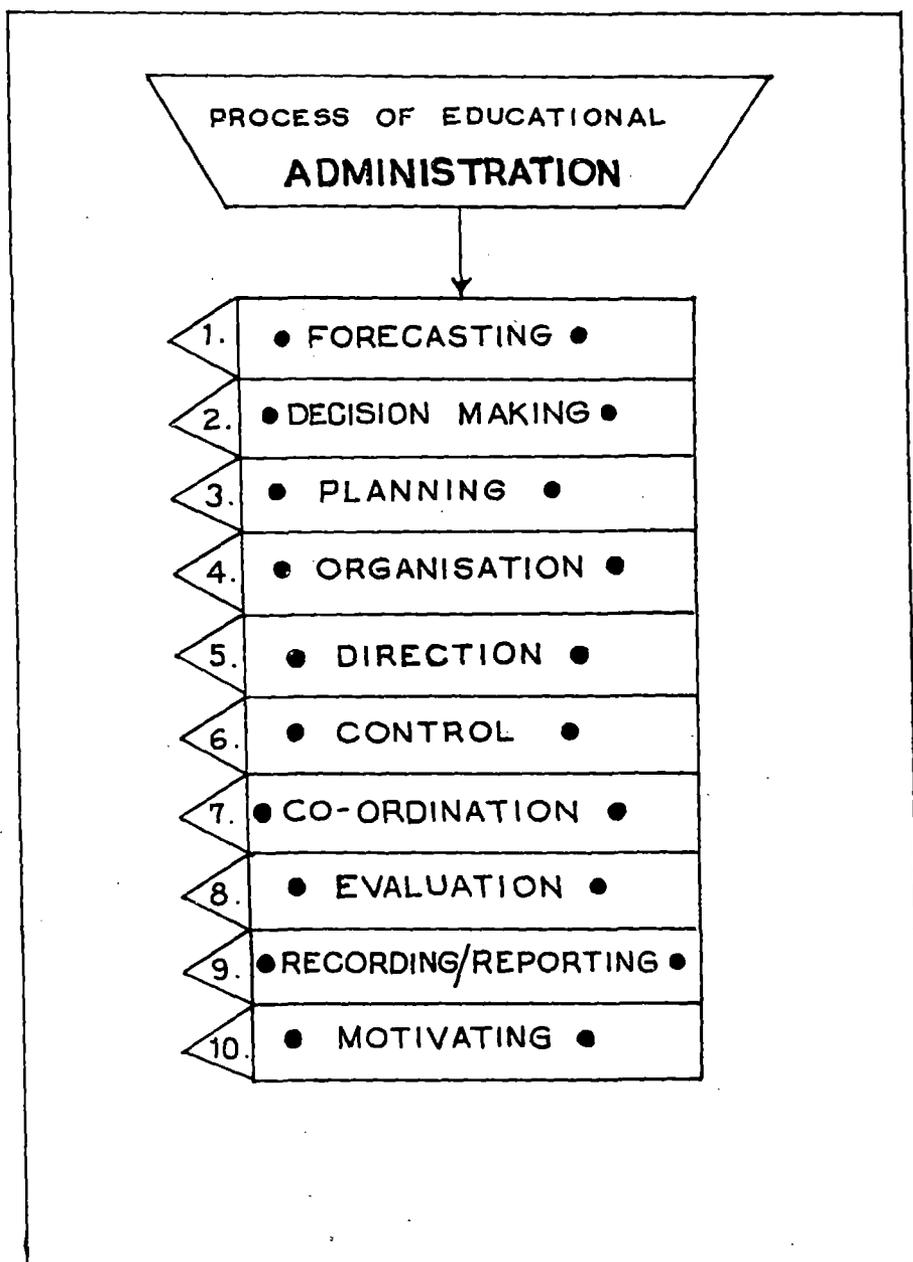


Fig. 2

administration is thus a matter of immense importance. The following may be considered as necessary components of school administration.

1. Providing the human equipment - headmaster/headmistress, teaching staff, ministerial staff and manual staff.
2. Providing the material equipment such as building, furniture, farms, laboratories, library, museum, art gallery etc.
3. Preparing the curriculum for the different classes.
4. Organisation of a systematic co-curricular programme.
5. Preparing time-table.
6. Maintaining discipline.
7. Organising Library, museum, hostel etc.
8. Organisation of health and physical education.
9. Organisation of exhibitions and museums.
10. Organisation of guidance service.
11. Maintaining the school records.
12. Providing various auxiliary services like mid-day meals, school uniform, text books etc.
13. Co-ordinating the work of home, school and community.
14. Supervision of school work.
15. Evaluation of pupil achievement.
16. Financial and budgeting.
17. Co-operating with departmental authorities and implementing the orders of the higher educational authorities.⁴

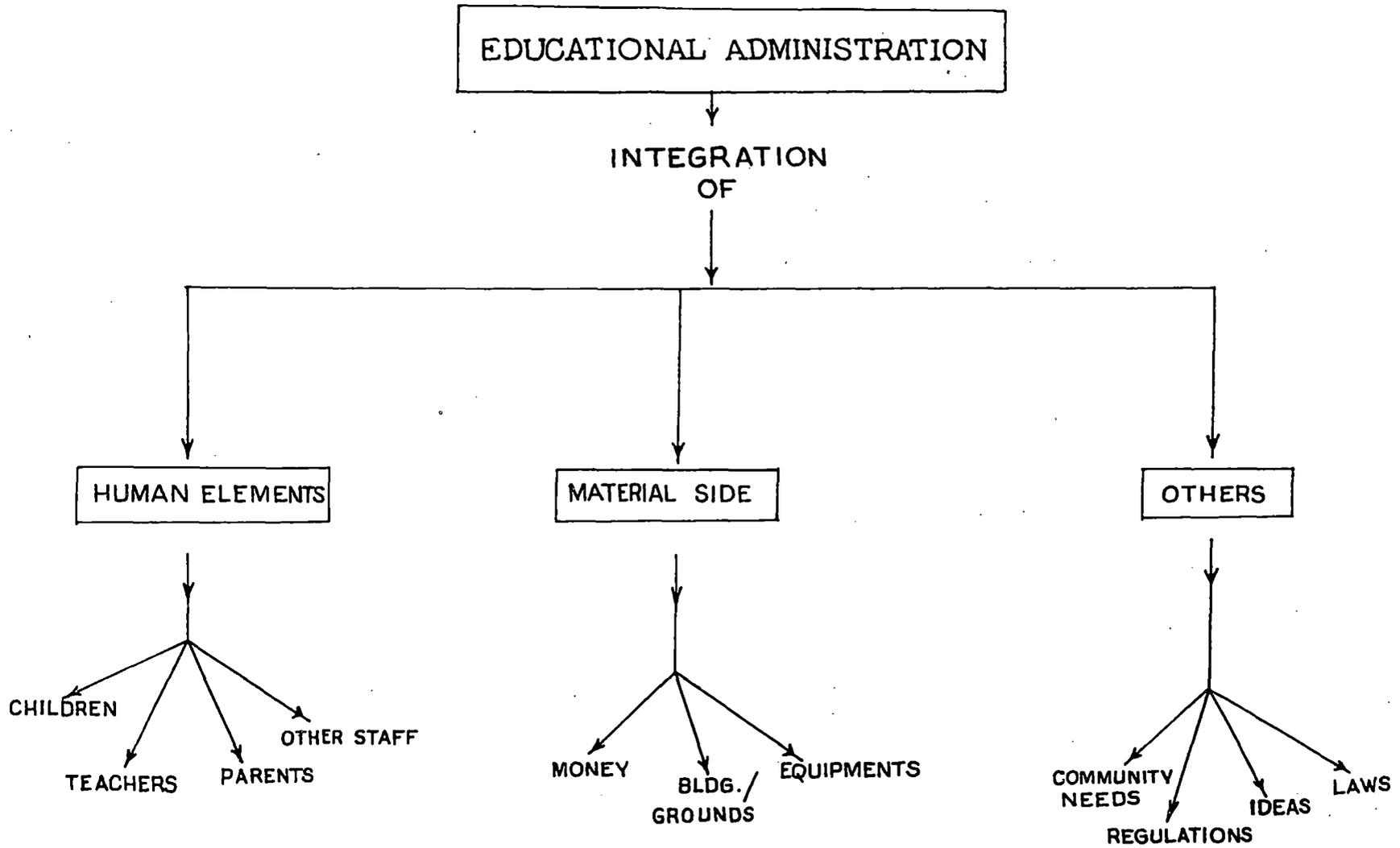


Fig. 3

The first prerequisite of a successful school administration policy is its flexible character which demands that such practice should not be static and providing every room for additions and alternations as and when required. However, it should not be so flexible that may result in confusion and cause at every step, but should aim at striking a balance between a rigidity and elasticity.

Secondly, the administrative policy must have practibility and should not be a bunch of theoretical principles only.

Thirdly, there should be a close harmony between the school administration and the social and political philosophy of the country.

Fourthly, efficiency is also another precondition of a sound administration policy.⁵

III

THEORETICAL FRAMEWORK

In India, the traces left by the various commissions (viz. Dr.Radhakrishnan Commission on University Education - 1948-49, Mudaliar Commission - 1952-53, Kothari Commission- 1964-66, National Policy on Education - 1968) and ultimately the New Education Policy under the title of 'Challenge of Education' (August, 1986) followed by the Rammurthy Committee

Report reviewed the present Indian Education System in the light of the changing environment and suggested several measures and called for an effective system of educational management as a contributing factor to human resource development. Both the last two reports laid greater emphasis on elementary and secondary education and identified this stage of education as one of major concerns in educational planning to-day.

Recently, the Yash Pal Committee under the Chairmanship of Prof. Yash Pal submitted the report to the Centre and the major recommendations of the committee have been accepted by the centre. The centre on the line of those recommendations asked the States to take certain measures which can be summed up as under :

- a. The States have been asked to consider norms for admission procedures by amending the School Education Acts.
- b. The States may consider abolition of homework and project work at the primary stage.
- c. To see that the routine from the upper primary to the higher secondary stage is staggered in such a manner that all subjects are not taught every day.
- d. The question papers in the board examinations for classes X and XII ought to be reoriented with a mix of objective questions and those requiring narrative answers.
- e. There should be greater involvement of teachers in the framing and preparation of text books in order to decentralize the framing of curriculum.

- f. Large states should have parallel text books for distinct socio-cultural zones. The language must be lucid, with adequate examples from rural settings and average families
- g. A Teacher-pupil ration of 1:40 is desirable.
- h. Emphasis is to be laid on extensive use of audio-visual material.

To monitor the pace of the implementation of the suggestions, a committee headed by the Director of NCERT is being set up by the Centre.⁶

Administration of Secondary School is at the very base of educational development. Effective and efficient management of schools is conducive to a congenial atmosphere where a teacher can teach well and a student can learn well thereby contributing to national development.

It is in the secondary stage the bud gets sufficient time to turn into a matured leaf - as a student spends no less than eight years of his life's valuable time when the foundation stone of the qualities of a future man is laid. Due care should be taken so that the flower blooms, breaths and is nurtured in a clean atmosphere without any hindrances in any way for which efficient administration of the elementary/secondary education is a necessary precondition.

To create an ideal environment of teaching and learning -

- there must be discipline in the school;
- the teacher must be well motivated and serving for the cause with maximum job satisfaction;

- free from political interference;
- proper utilisation of funds;
- assigning highest priorities to students' welfare and interest; and
- all-round development of the institution on the lines of National Policy.

Realisation of the above objectives thus necessitates proper monitoring of the principal administrative functions like :

- General Administration
- Financial Administration
- Personnel Administration.

IV

DIRECTION AND SIGNIFICANCE OF THE PRESENT STUDY

The present study seeks to review the administrative practices of the sampled secondary and higher secondary level schools in the two districts in West Bengal.

The school system in West Bengal, encompassing both primary and secondary education, does not strictly follow the broad all-India pattern in its structure, functioning, management pattern and administration. It has, over the last four decades, sought to respond substantially to the demands

of development at all levels - social, economic, cultural, political and, of course, educational, and has undergone periodical adaptation and change. The structural pattern was first significantly changed in 1957 and then, in the light of the defects of the system, in 1972-73, to suit the needs of the time. Since then, several modifications have taken place after the coming of the left front Government to power in 1977. The present Government's policy includes free education upto secondary stage, free tiffin and text books for students, giving priority to adult and non-formal education, implementation of mother tongue upto the highest level of education and democratisation of the higher educational institutions.⁷ Recently, the nine member Education Commission (Report submitted in August, 1992), under the Chairmanship of Dr. Ashok Mitra, the former Finance Minister of the State, held that there is a serious lack of minimum infrastructural facilities in schools in the State and the quality has not kept pace with quantity. The commission observed that, school inspection has thinned out and no alternative procedure of evaluating teaching has yet evolved.⁸ The govt. accepted majority of the recommendations of the Committee.

Structurally, West Bengal school system represents a complicated pattern, with Bengali medium schools, both government and non-government, government sponsored, aided and non-aided, as well as English medium, Anglo-Indian schools,

convents affiliated to several inter-state and all India Boards and Councils, and Madrassahs for the Muslim community governed by a separate Board. But the overwhelming majority of the schools, whether in the urban centres or the rural areas, are the schools governed by the Board/Council of the West Bengal Government, where a uniform policy regarding language, curriculum and management prevails. The pattern of school administration in this category is also uniform.

In West Bengal the Secondary and the Higher Secondary schools are controlled by the Board of Secondary Education and the West Bengal Council of Higher Secondary Education respectively, with the Ministry of Education at its top responsible for policy formulation. The administrative hierarchy in case of West Bengal Schools thus comprises - the Ministry of Education, the Director of School Education, the respective Board/Council, the District Inspectors of Schools, assisted by one or more A.D.I.s in each district. In addition, the schools have their own Managing Committees/Administrators (in case of govt. schools, there is an Advisory Committee) assisted by their academic and finance sub-committee to look after their academic and financial matters respectively.

For the purpose of uniform governance of all the govt., non-govt. aided schools, there are prescribed norms, procedures, pronounced through various rules circulars, orders etc. relating to different aspects of administration viz.

recruitment and selection, staff pattern, accounts and audit, composition and functions of committees, general administration, and student-teacher ratio. But their applications and practices vary from district to district, school to school. Wider variations are observed in the areas like teacher-student ratio, work-load of teachers, student amenities, fund position, etc. It is surprising to come across schools where the student strength in one class/section is 40 or less while in another school the figure is 150 or more. The former type of schools are mostly either direct government schools or urban schools while the latter type are mostly rural schools. It is really a problem and a serious question as to how it is practically feasible for a teacher to teach 150 or more students at a time with little attention, that too at school level (classes ranging from V to X/XII). Most of the schools do not have libraries and even if there be any there is none to work as librarian. The schools which are already developed (and situated mostly in towns and cities) and the rural schools which can hardly be compared with the urban schools in any sphere, should be treated differently, while deciding on developmental funds or creating posts. Wide variations are also observed with regards to accounts and audit, fund management, staff pattern. Uniformity should there be in practice, not in theory only. Wide dispersion as to managerial practices should be brought to a minimum, thus reducing the disparity among the citizens, while the Supreme Court in a very recent historic judgement recognised Citizens'

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right to education as equivalent to fundamental rights enshrined in our Constitution. The present study thus seeks to identify the disparities in practices and procedures in important financial, personal and general administrative matters along with other research questions.

In West Bengal, there are 18 districts (see Annexure-I) and for our study we have chosen Darjeeling and Jalpaiguri districts. Population of these two districts are 13,35,618 and 27,89,827 respectively. Total number of schools in these two districts is 258(Appendix), of which 56 are only girls' schools. In the Darjeeling district there is one school per 13,491 persons while it is 17,546 persons in the Jalpaiguri district.

Table-1.1

District	No. of Schools		Population (1991 Census)	Literates		Population per school	Area (sq.km)	Area covered per school
	Boys	Girls'		M	F			
Darjeeling	74	25	13,35,618	392224	291136	13491	3149	31.808
Jalpaiguri	128	21	27,89,827	675407	370720	17546	6227	39.164

V

OBJECTIVES OF THE STUDY

This study has the following objectives :-

First, to study the organisational pattern and management practices in force in the schools in West Bengal and to bring out differences as to such practices among government, Non-government aided and Central Government Schools.

Second, to take stock of the present state of physical resources(e.g. infrastructural facilities like buildings, books, teaching aids etc.) available in the sampled schools.

Third, to examine the pattern of Income and Expenditures of the schools under survey and to comment upon their financial viability.

Fourth, to study the existing practice as to management of human resources(viz. teaching staff), covering Manpower Planning, Recruitment, Compensation, Development.

Fifth, to analyse the opinions of a large sample of teachers as to their level of satisfaction with the present job and their suggestions to overcome the problems encountered by them at present.

Sixth, to find out the existing Teacher-pupil ratios in the schools under survey and to point out the extent of disparities among them.

Finally, on the basis of the results of the study, to offer suggestions which may help narrowing the present gaps.

VI

SURVEY OF LITERATURE

Quite a number of studies have been carried out in the area of school administration vis-a-vis educational administration. In the context of West Bengal also much studies exist in no insignificant numbers. But most of the studies conducted so far concentrated mainly on the policy guidelines and functioning of educational institutions with little emphasis on administrative practices.

According to Gant⁹, administration is important in planning, organising and managing the educational establishment as a whole and in establishing and operating the several individual schools and institutions in the system. He opined that administration is also directly relevant to the feasibility and comparative effectiveness of one educational program as opposed to another, of one educational policy as contracted to an alternative or one pedagogic or instructional method or standard selected in preference to some other.

Basu¹⁰ studied with some aspects of the educational problem in India in the period between the arrival of Lord

Curzon as Viceroy and the Montagu-Cheimsford Reforms. Her work dealt with government policy, growth of education and political changes in India during these years. The work shows how the differential rates of growth of education affected political development and created tensions within Indian society, while English-educated Indians were pioneers in many fields. It is important to bear in mind that the type of education they received limited their vision and narrowed their appeal. Educated in a foreign medium of instruction, alienated from their own people, they failed to create a broad-based mass movement.

Kulanandaiswamy¹¹ pointed out that our education needs major reforms. While there are many aspects that need to be considered in this regard, one that stands out for reform is the 'system of educational management'. He is of the opinion that the system was evolved under conditions vastly different from those obtained at present. It has outlined its usefulness and adequacy long back and has become a major constraint of the development of education. According to him, while maintenance of what was inherited from the British regime and its linear expansion was possible, the management was inadequate to bring about major changes. He felt that any reform needs innovation, experimentation, pilot studies, revision and adoption which needs expertise and professionalism. He was of the opinion that the existing

system is not characterised by any capacity for innovation or scope for experimentation and the system is structurally inadequate, organisationally unequal and professionally weak for the task and hence needs :

- i. Modernisation
- ii. Professionalisation
- iii. Decentralisation.

A Survey¹² was conducted by the national staff college for educational planners and administrators, New Delhi as the part of the third all India educational survey. The survey (in the context of Andhra Pradesh) of educational administration in India was expected to yield comprehensive information about the structure of Indian education. The survey described the existing set up and functioning of the government machinery for educational administration in the country at various levels and analysed the data with the intension of bridging the gap between planning and implementation. UNESCO's definition of education, namely "Organised and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all the activities of life", has been kept in view. The survey covers the governmental set up for all the stages of education from pre-primary to collegiate, all modalities of instruction viz., formal and non-formal, full-time and part-time and governmental and non-governmental activities in the field of general education.

Kochhar¹³ pointed out that in a democratic country like ours, educational administration is a necessity. Some suitable, stable element, properly motivated and organised in the machinery becomes necessary to withstand and survive the changes and upheavals caused because of changes of governments. Superior educational administration, in fact, is so basic to the satisfactory functioning of democracy. Errors of judgement can be retrieved in a farm or factory but these can be fatal when we are concerned with the moulding of ideas and values of society. An efficient and sound system of educational administration is in fact the basis of a good democracy.

Hooja¹⁴ emphasised that the process of removal of grievances is connected with the question of management of education. It is of utmost importance that human grievances, legitimate or otherwise, should be redressed without undue delay, otherwise the functioning of the system gets blocked. Since the educational system employs and serves highly educated and sensitive persons, who are conscious of their strength, they are often obliged to go to courts, having failed to secure redressal at the departmental level.

Singhal's study¹⁵ covered 20 states and 1 union territory of India by taking one district each from 58 National Sample Survey regions. Investigations have been made from 580 schools of different categories including rural,

urban, tribal, hilly and single - teacher schools located in different parts of the country so as to make the sample as representative as possible.

The study revealed that not only there are wide variations among the States and Union Territories in respect of norms of Teacher-pupil Ratios prescribed by them, but there are also wide gaps between the norms prescribed and norms actually followed. There are also large variations in class size and teachers' work load. The practices followed for giving home-assignments etc. differ considerably. Nearly, half the schools covered by the sample, work for less than 220 days in a year. More than half of the primary teachers do not take any interest in the programme universal elementary education and they do not ensure that all students identified in the annual census join the school.

The author found that in India, the problem of class size and optimum Teacher-pupil Ratio is unique because both small classes as well as large classes exist. Nearly 22% of primary schools of the sample have been found with a strength of less than 25 pupil in Class I, another 19% have the class strength of below 40. In Class V, nearly 38% schools have class size of less than 25 pupils and another 15% have less than 40 pupils in the class. Even for Class IX a few schools have class size of less than 25. On the contrary, there are also several schools which have class size of more than 50.

Recently, a survey on about 3,500 children within the 6-15 age group was conducted by the Indian Institute of Behavioural Science, Calcutta. The survey which was submitted to the Social Welfare and School Education department of Government of West Bengal, revealed that school going children found little scope for emotional satisfaction and time for assimilation of knowledge, which they were supposed to reproduce, when necessary. The Institute suggested certain steps including abolition of admission tests upto Class I and recommended that promotions upto Class V be made mandatory, without offering the students any grades in accordance with performance and students above Class V, ought to be offered a non-academic subject as a compulsory one and 20% marks on each paper should be reserved for viva-voce. Furthermore, it suggested that steps should be taken to provide instruction on minor domestic work.¹⁶

VII

RESEARCH QUESTIONS

The study deals with the following Research Questions :-

1. What are the differences in organisation pattern in govt. schools, Non-Govt. aided school and Central Schools?
2. What are the roles of the Boards, D.S.E., D.Is., ADIs. and Managing Committees - their respective authority and responsibilities ?
3. How are the day to day routine affairs managed in the school?

4. What are the components of the Income and Expenditure of the schools and the rules relating to maintenance of accounts, and audit procedures?
5. What is the staff pattern in the schools and what are the variations with the prescribed norms and the reasons for such variation among schools?
6. What is the teacher-pupil ratio and reasons for variation from school to school as compared to the prescribed national norms ?
7. What are the problems of current recruitment and selection procedure and practice relating to teachers ?
8. Whether the teachers are satisfied with their jobs/ assignments/working conditions/compensation/conditions of service etc.?
9. What are the problems the teachers come accross and what do they suggest to overcome them?
10. What are the problems faced by the Administrators in administering the schools and their suggestions to solve those problems ?

VIII

METHODOLOGY

Coverage and Sample : In view of the above objectives and research questions, the study covers a sample of 20 secondary and higher secondary and Junior High Schools, one hundred teachers and twenty five Educational Administrators. The samples covering 2 districts (viz. Darjeeling and Jalpaiguri)

have the following break up:-

A. INSTITUTION :

The sample of twenty schools can be classified as under:

<p>I. <u>District-wise</u></p> <p>Darjeeling - 50%</p> <p>Jalpaiguri - 50%</p> <p style="text-align: right;">Total - <u>100%</u></p>	<p>II. <u>Area-wise</u></p> <p>Rural - 35%</p> <p>Urban - 65%</p> <p style="text-align: right;">Total - <u>100%</u></p>																						
<p>III. <u>Stage-wise</u></p> <p>Secondary - 55%</p> <p>Higher Secondary - 40%</p> <p>Junior High - 5%</p> <p style="text-align: right;">Total <u>100%</u></p>	<p>IV. <u>Administration-wise</u></p> <p>Central Govt. - 5%</p> <p>Non-Govt. aided - 95%</p> <p style="text-align: right;">Total <u>100%</u></p>																						
<p>V. According to age of Schools (Calculated from the yr.of establishment)</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Age(in yrs.)</th> <th style="text-align: left; border-bottom: 1px solid black;">No.of Schools</th> </tr> </thead> <tbody> <tr> <td>Below 10 years</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>10-25 years</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>25-50 years</td> <td style="text-align: right;">75%</td> </tr> <tr> <td>50 yrs. and above</td> <td style="text-align: right;">15%</td> </tr> <tr> <td style="text-align: right;">Total -</td> <td style="text-align: right;"><u>100%</u></td> </tr> </tbody> </table>	Age(in yrs.)	No.of Schools	Below 10 years	5%	10-25 years	5%	25-50 years	75%	50 yrs. and above	15%	Total -	<u>100%</u>	<p>VI. According to student strength</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">No.of students</th> <th style="text-align: left; border-bottom: 1px solid black;">No. of schools</th> </tr> </thead> <tbody> <tr> <td>Below 500</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>500 - 1000</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>1000 and above</td> <td style="text-align: right;">45%</td> </tr> <tr> <td style="text-align: right;">Total -</td> <td style="text-align: right;"><u>100%</u></td> </tr> </tbody> </table>	No.of students	No. of schools	Below 500	15%	500 - 1000	40%	1000 and above	45%	Total -	<u>100%</u>
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B. TEACHERS :

One hundred teachers of which 80% are male and 20% are female, covered in our study can be classified as under :-

a. According to Age of Teachers

<u>Age of Teachers</u>	<u>Number of Teachers</u>
Below 35 years	29%
35 - 55 years	61%
55 years and above	10%
Total :-	<u>100%</u>

b. According to Educational Qualification of Teachers

<u>Educational Qualification</u>	<u>Number of Teachers</u>
Graduates only	52%
Post-graduates only	41%
Doctoral or other additional Qualification	7%
Total :-	<u>100%</u>

c. According to Experience

<u>Teaching Experience</u>	<u>Number of Teachers</u>
Below 10 years	40%
10 - 20 years	26%
20 - 30 years	26%
30 years & above	8%
Total :-	<u>100%</u>

C. PERSONS ENGAGED IN ADMINISTRATION :

This study covers 25 persons (20 male and 5 female) engaged in administration representing :

a. Headmaster/Headmistress	-	68%
b. Asstt. Headmaster/Asstt. Headmistress	-	20%
c. President of the M.C.	-	4%
d. Secretary of the M.C.	-	8%
	Total	<u>100%</u>

INFORMATION SOURCE:

The principal sources of information are the relevant act, rules, Govt. orders, Board/Council's Circular/Communications etc. Other important publications are the reports of the Commissions, survey conducted by various governmental and non-governmental agencies and research papers presented at various seminars and conferences, related literature. The required data have been collected with the help of three questionnaires - 1 addressed to the Institutions (Annexure-II), 1 addressed to the Teachers(Annexure-III), 1 addressed to the Administrators(Annexure-IV).

In addition to the above other informations were also gathered from personal interviews.

IX

LIMITATIONS OF THE STUDY

The main problem with the present study is that of non-availability of institutional level information as the information were not readily available with most of the institutions and some of the schools are reluctant to supply the required information. Majority of the teachers requested not to disclose their identity. Moreover, this area of study, specifically in the context of West Bengal has not received the desired attention from the academic researchers, hence this has created a confusion in the mind of the present researcher regarding a definite and disciplined move.

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4. Ibid., p. 8.
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7. See, Election Manifesto of the Left Front govt., (10th (April, 1982)
8. See, The Statesman, dated 27.8.1992, pp.1,3.
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13. Kochhar, S. K., op.cit.
14. Hooja, G. B. K., Management of Education : The Case for an Indian Education Service, University News, Vol. XXV, No. 50, Dec. 14, 1987, pp. 9-11.
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16. Survey sponsored by the States' Social Welfare Department, Source, The Statesman.

Annexure-I

Districts	Area (Sq. km.)	Population (1991 Census)	Population Density.
Bankura	6,882	27,99,455	407
Burdwan	7,024	59,79,050	851
Birbhum	4,545	25,56,105	562
Calcutta	187	43,88,262	23,670
Darjeeling	3,149	13,35,618	424
Howrah	1,467	37,18,911	2,535
Hooghly	3,149	43,52,660	1,382
Jalpaiguri	6,227	27,89,827	448
Cooch Behar	3,387	21,58,169	637
Maldah	3,733	26,33,942	706
Midnapore	14,081	83,49,890	593
Murshidabad	5,324	47,34,278	889
Nadia	3,927	38,48,247	980
Purulia	6,259	22,17,423	354
North 24 Paraganas	14,053	72,80,261	573
South 24 Paraganas			
North Dinajpur	5,358	31,32,374	585
South Dinajpur			

Annexure-II

Survey SheetCONFIDENTIAL

Respondent Code: 0.1/

Part - A

Institution _____ (Index No. _____)

Yr. of Establishment _____ Location _____

_____ Category _____ (R/U). If 'R' distance from nearest

town _____ Km. Type ___ Govt./Aided/Central/ Level -

J.H./H/HS/ . Medium - E/B/H/

Stream - A/A/AS/ASC/C/AC. Student Strength - M..... F.....

SC/ST.....T.....

Part - B

1. Organisation Structure

2. Building Area (Sq.ft.) :

Total..... Class RoomsOffice.....Teachers'.....

Students' Common Room.....Toilets etc.....Others.....

construction during last five years.....

.....

.....

3. Administered by - M.C./Administrator

If by Administrator, Qualification..... Designation.

..... appointed by w.e.f.....

previously managed by M.C. (Y/N).

If by Managing Committee :

Composition of M.C.

Number of members ast present

Category

Education

President

Secretary

4. Frequency of M.C.Meeting - Normal - M/Q/H/A

Emergency -

5. Other Committees

	Functions	No. of Members	Status
Academic Committee			
Finance Committee			
Others			

6. No. of Teachers - M..... F..... + H.M. + A.H.M.

7. No. of non-teaching staff - M..... F.....

Accountant	Clerk	Cashier	Peon	Guard	Others....
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8. Educational Qualification of Teachers :-

Ph.D P.G..... Hons. Grad..... Pass Grad.

B.Ed. M.Ed. P.Ed. Others

9. Average No. of classes taken by each teacher in a week

..... Duration of each class mts.

10.No. of Classes/Sections Class/Section size H

..... (L).....

New Admission capacity Entry Point

Others

Admission during last three years :-

Entry Point(Class-)		
89-90	90-91	91-92

Other Classes		
89-90	90-91	91-92

11. Decision making - (Give _/ mark)

Who takes decision?	M.C.	A.C.	F.C.	T.C.	Reference to DI/ DSE/Board.
Day to day matters re Course/Class					
Admission Policy/ Procedures					
Routine financial matters					
Matters of student interest					
Grievance redressal					
Important policy matters					

12. How far the following documents/materials are helpful in Administration: (Please assign rank on a three point scale)

/ Headmaster' Manual /	/ Govt. Orders/Circulars /
--------------------------	------------------------------

/ Board's/Council's communications	/	/ Others ()	/
---------------------------------------	---	--------------	---

13. Communication of M.C./Administrator -

Formal	Always	Occassional
Informal		

Part - C

1. Income during last financial year.

Year total Income Rs.

Break up :

Govt. Aid Rs. Collection from students Rs.

Donations Rs. Others Rs. Rs.

2. Expenditure during the last financial year.

Year Total Expenditure Rs.

Break up :

Revenue

Salary Rs. Sports/Cultural Rs.

Stationary Rs. Repairs Rs.

Misc. Contingency Rs. Others Rs.

Capital

Construction of Building Rs.(Area..... sq.ft.)

Purchase of teaching aids Rs. Books Rs.

Furniture/Equipment Rs. Others Rs.

3. Financial Decision making

Major					
Routine					

4. Financial Powers

Secretary -

President -

H.M. -

A.H.M.-

5. Audit and Accounts

Persons engaged in maintaining accounts and their qualifications :

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Major Books of Accounts :

System of Accounting - Double entry/Single entry

Periodicity of Audit - Annual

Who appoints auditor? _____

Last audit - year _____

Accounts - upto date/arrear _____

Part - D

1. Creation of Posts : (Initial)

Factors considered _____

Finally approved by _____

2. Selection :

Composition of Selection Committee-(Teaching and non-teaching)

T _____

NT _____

Time lag between date of interview and appointment _____

Reasons for delay (if any) _____

Normal time lag _____ Exceptional case _____

Present Staff Strength (Subject-wise) ↓

Teaching

Sanctioned

Filled up

Vacant

Non-teaching

Sanctioned

Filled up

Vacant

Posts sanctioned and filled up during last five years:

(New posts only)

Sanctioned _____

Filled up _____

Causes of not filling vacant posts(if any) _____

Time required for pension cases _____

Time required for gratuity cases _____

Time required for P.F.Payments _____

Benefits provided other than those prescribed in rules _____

PART - E

Student Amenities

Library facility - /Yes/No /

No. of Books - _____

Librarian - /Yes/No /

Av. size of a class room _____ (sq.ft.) and students
 sitting in those rooms _____, sitting arrangement _____

How many students sit in one bench _____ bench size _____

Provision of electricity - /Yes/No /

Fan in the class room - /Yes/No /

Drinking water _____

No. of toilets/urinals _____

First aid provision _____

Playing equipments provided by the school _____

Participation of the students in various school meet-sports and cultural _____

Others _____

THANK YOU FOR YOUR COOPERATION

Date of visit: _____ Persons contacted: _____

Signature : _____

Special Remarks :

Questionnaire

CONFIDENTIAL

Respondent Code : 0.3/

Name Code (M/F)
 Age yrs. Education Experience yrs.
 Present Gross Pay : Rs..... p.m. Present Employer.....
 Your occupation prior to joining the present one.....

(Please give / mark to indicate your answer)

1. You joined this teaching profession, because -

 / You like this profession as a noble one /

 No other job was available to you | |

 Family influence | |

 Others(please specify) | |

2. Whether any of your family members is/was on teaching Profession ? / Yes/No /

3. What is/was your parents? Father..... Mother.....

4. All in all, how satisfied you are with your present job ?

 Very Satisfied | |

 Somewhat Satisfied | |

 Not too Satisfied | |

 Not at all Satisfied | |

5. If you have to decide all over again whether to take the job you now have, what would you decide ?

Decide without hesitation to take same job	
--	--

Have some second thoughts	
---------------------------	--

Decide definitely not to take the same job	
--	--

6. If a good friend of yours is interested in working in a job like yours, what would you tell him/her ?

Strongly recommend it	
-----------------------	--

Advice friends against it	
---------------------------	--

Have doubts about recommending it	
-----------------------------------	--

7. If you were to get enough money to live as comfortably as you'd like for the rest of your life, would you continue to work ?

Would continue to work	
------------------------	--

Would not continue to work	
----------------------------	--

8. Are you satisfied with : Your Pay Yes/No

Amenities Yes/No

Working condition Yes/No Job responsibility Yes/No

Dealing of your colleagues Yes/No Dealing of your superiors Yes/No .

9. Please indicate the problems, if any faced by your present assignment.

10. Please give your suggestion for solution of those problems.

(Signature)

THANK YOU

(If not specifically desired, your identity will not be disclosed).

Questionnaire

CONFIDENTIAL

Respondent Code : 02/

Name _____ Age _____

Education _____ Occupation _____

Experience as H.M./A.H.M/Secy. | President/ _____

Currently attached to _____ School as _____
Since _____.

(Please also indicate additional association, if any)

Previously attached to _____ school as _____
from _____ to _____.

*Kindly give a brief statement of the problems faced by you in relation to administration of the school :

*Your specific suggestions for improvement :

THANK YOU

*Do you like your identity to be disclosed ? |Yes/No|
(unless specifically desired your identity will not be disclosed).