
CHAPTER - III

ADMINISTRATION OF PHYSICAL RESOURCES

I

INTRODUCTION

Physical resources in schools include sites and buildings, furnitures, equipments, apparatus, curriculam and text books, library literature, laboratory requisits, playground, games materials etc. Mobilisation and management of these resources is a necessity for proper administration and development of education as these physical resources have far reaching impact on the physical and mental health of the students as well as the teachers and other supporting staff¹.

As for instance, if a student spends at least six hours a day for seven years in a contracted atmosphere, it is sure that his psychology will be moulded like that and he will not be able to do away with this problems. This chapter looks into the existing infrastructural facilities like buildings, classrooms, toilets, library books and other materials along with provision for student amenities like first-aid, drinking water, recreation, cultural activities etc.

II

EXISTING NORMS

Though there exists no separate rules prescribing the minimum requirement or monitoring the existing physical resources in an school, however, we come accross some norms included in the conditions required to fulfilled by a school for recognition². Hence, every recognised school is expected to have the following minimum requirements :-

1. Site and Accommodation :

The site of a school should be free from objectionable surroundings, which should be peaceful and conducive to smooth working of the school.

The school building should be a pucca structure with well ventilated and spacious rooms for holding the classes.

Each room must have a floor space of at least 400 sq.ft. so that space may be provided at the rate of 10 sq.ft. per pupil. It should be noted that through Central Advisory Board, Government of India recommends 12 sq.ft. per pupil as the minimum requirements. Provision should be made for separate rooms for office of the headmaster, the library, the geography class, the science room and teachers' common room etc.

The building should have a compound of considerable size attached to it, which can be used for a playground and for outdoor activities of the pupil like gardening etc. No school should be held in rented buildings except in very exceptional circumstances.

Sanitary Arrangements :

Proper sanitary must be provided. There should be sufficient number of latrines and urinals and separate arrangements should be made for the teachers and the pupils. If there are girls pupils or lady teachers in a boys' school separate sanitary arrangements must be made for them.

Extra curricular activities:

Each school should have suitable playgrounds and all facilities for regular drills, sports, games and athletics should be made available for the pupils under the supervision of a trained graduate physical instructor.

Library :

Each school must have a well equipped library containing a number of books on education and of juvenile interest. There should also be books of reference for the use of teachers. Copies of all text books prescribed by the Board in different subjects should be maintained in the library and the teachers and also the students should use all these books to be acquainted with different treatment of the same subject in these books. Such books also may be made available to the poor pupils.

Tiffin, Drinking water :

Arrangments should be made for the supply of good drinking water which should be so preserved as to be free from the risk of contamination. It should also be seen that good food at moderate price is made available to the pupils for their tiffin. it need not be free.

Medical Examination of pupils:

Arrangement should be made for periodic medical examination of each pupil and records should be maintained of such examination³.

III

EXISTING PRACTICE - ANALYSIS OF FINDINGS

It can be observed from Table I that the building size comprising of the class rooms, office rooms, common room, toilets and urinals vary from school to school. However, the maximum number of schools(45%) have building size between 5,000 sq.ft. and 10,000 sq.ft.

Table-I.

Total Building Area(in sq.ft.)		Number of Schools
Below	3000	10%
3000	5000	15%
5000	10000	45%
10000	15000	15%
15000	and above	15%
Total		100%

When we turn to Table II which gives a picture about the average size of a class room, the schools constituting the sample of our study. Here also, we find that the size of a class room varies from 100-200 sq.ft. to 700-800 sq.ft.

While more than half of the school in our sample (55%) having their class room size ranging from 300-400 sq.ft., while 20% of the schools having the class room size below 300 sq.ft. and the other 20% of the schools have their class room size ranging from 400-600 sq.ft.

Table-II

Average size of a class room			Number of Schools
100	-	200	10%
200	-	300	10%
300	-	400	55%
400	-	500	10%
500	-	600	10%
600	-	700	00%
700	-	800	05%
Total :			100%

Table III deals with a very important aspects - space available per student. In terms of the Board's circular⁵ the minimum space per student to be offered by a school should be 10 sq.ft., and in no case be less than 8 sq.ft. (in Andhra Pradesh the prescribed norm is 11 sq.ft. per student⁴), the circular even provides for running of morning shifts for class V and VI in order to cope with the problem of

shortage of space for students. But surprisingly we came across a large number of schools (75%) of our sample have less than 8 sq.ft. space per student of which 60% have the same below 6%, and 20% do not provide even half of the prescribed normal limit. The schools which fall under this category do not run morning shifts as provided in the above mentioned circular. If they did so, they could have avoided prevailing of these unhealthy situations. It is more surprising, how these schools are admitting excess number of students than its actual capacity, in contravention of the rules in force. This should be brought to the notice of the higher authorities, and immediate solution should be given. Most of the heads of the institutions complained that this unwanted situation is due to the pressure of the local people, non-receipt of sanction of additional posts, non-availability of funds for new construction. In order to resolve these problems the options lying with the governments are opening of new schools, taking into account the population size with due care to avoid concentration of more schools in one place as it happens mostly in towns and cities, and the rural areas suffer for this maldistribution. At the other extreme the government may sanction additional posts to the existing schools or provide funds for construction of additional space. However, before this the government should identify the schools which are worst sufferers and give them priority in this regard. Furthermore, regular inspection of schools by appropriate

authorities should be done in order to monitor the functioning of the schools. Added to this, we could not find any answer as to the feasibility of use of one toilet/urinal by 400 students. As can be seen from Table IV that the number of toilets/urinals are quite insufficient in relation to the number of students expected to use them.

Table-III

Space available per student	Number of Schools
Below 4 sq.ft.	20%
4 - 6 sq.ft.	40%
6 - 8 sq.ft.	15%
8 - 10 sq.ft.	15%
10 - 12 sq.ft.	10%

Table-IV

Number of students per toilet	No. of schools providing
1 Toilet per 100 students or less	25%
1 Toilet per 100-200 "	25%
1 " " 200-300 "	20%
1 " " 300-400 "	10%
1 " " 400-500 "	15%
1 " " 500 students and above	5%
Total	100%

Table V and Table VI depicts the major amenities available in the schools constituting sample for our study. It can be observed that though most of the schools (90%) have libraries, but only 25% of them have librarians. Hence, those libraries can not be used by the students and the books remain locked in the almirah and the reading habits cannot grow among the students. Sitting arrangements in some schools are not adequate and comfortable. While 60% of the schools, five students sit in one bench, however, there are schools where 7 to 8 students also sit in one bench. This is not comfortable and hygenic too. On the other hand, though electricity exists in almost all the schools, but only half of them have ceiling fans in the class rooms. Added to this is the absence of pure drinking water in most of the schools and in 30% of the schools, students meet their thirst from well water, 25% from the tube well and in 45% from the tap water. All the schools have very little arrangements for first aids. Though most of the schools have playing equipments for students, but 80% of them do not have any common room for the students. In spite of all these hurdles, however, students of some of these schools participate in cultural and sports meet at sub-divisional level and district level school meets. In this regard, performance of the students from the rural schools is worth mentioning.

Table-V

Student Amenities	No. of schools providing
School Library	18(90%)
Librarian	5(25%)
Provision of electricity	19(95%)
Provision of fan in the class room	9(45%)
First aid provision	20(100%)
Students Common room	4(20%)
Participation in Sports and Cultural activities	17(85%)

Table-VI

Details of Amenities

a. <u>BOOKS</u>						
No. of Books	1000-2000	2000-3000	3000-4000	4000-5000	5000 & above	
No. of Schools	50%	5%	20%	10%	15%	
b. <u>No. of students seating in a bench -</u>						
Students seating in a bench	1-3	4	5	6	7	8
No. of schools	5%	5%	60%	25%	5%	5%
c. <u>Drinking Water arrangement</u>	-	Well	Tube well	Tap		
No. of schools		30%	25%	45%		
d. <u>Playing Equipment</u>	Football	Volley ball	Cricket	Badminton	Carrom	Others
No. of schools	90%	60%	25%	5%	15%	80%

NOTES AND REFERENCES

1. See, National Staff College for Educational Planners and Administrators Educational Administration in Andhra Pradesh(A Survey Report) (New Delhi : NSCEPA, 1975), p.53.
2. For more details see, Chakraborty, S.B.(Ed.), An Exhaustive Head Masters' Manual (Calcutta: 1B.B.Kundu & Sons, 1992), pp.164-167.
3. Source, Ibid., pp.164-167.
4. See, National Staff College for Educational Planners and Administrators, op.cit., p.55.
5. See, Circular No. 20/54 dated the 7th June, 1954 of the Board of Secondary Education, West Bengal.