

ADMINISTRATION OF SCHOOLS  
A Study Of Two Districts In West Bengal

# **ADMINISTRATION OF SCHOOLS**

**A Study Of Two Districts In West Bengal**

**RITA BHOWMIK**

**Thesis Submitted for the Degree of  
Doctor of Philosophy ( Arts )**

**DEPARTMENT OF POLITICAL SCIENCE  
Faculty of Arts, Commerce and Law  
UNIVERSITY OF NORTH BENGAL**

**1994**

**NORTH BENGAL  
University Library  
Raja Ramohunpur**

STOCK TAKING - 2011 |

ST - VERT

Ref.

371.20095414

B 575a

112454

7 AUG 1995

STOCK TAKING - 2011

## P R E F A C E

"The purpose of educational administration is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the State, which will enable pupils to profit by their learning" - this is what Sir Graham Balfour wrote about the purpose of educational administration. Thus, it is absolutely necessary to evolve an efficient system of educational administration so that these objectives can be achieved.

The present study, a timely contribution to the literature, reviews the present administrative practices in secondary schools in the two districts in West Bengal and thus brings out the differences as to such practices among them and highlights the problems associated therewith. This study covers all the major aspects of School

Administration, viz., Finance, Personnel, Physical Resources, Teacher-student Ratios etc.

This study is divided into seven chapters:

Chapter :I is devoted to the introductory discussions like Rationale of Educational administration, Research Design, Objectives of the present attempt.

Chapter: II deals with the organisational and managerial aspect of the schools and discusses the powers, functions of the various committees and other participants in the school administration.

Chapter: III concerns itself with the administration of physical resources e.g. school building, lands and other resources needed for running the schools.

Chapter: IV relates to administration of finance. This chapter presents an analysis of the various heads of both income and expenditure of the schools and reviews the present procedures as to maintenance of accounts, conduct of audit, preparation of budget etc.

Chapter:V concerns itself with a very important aspect of administration - the personnel administration. This chapter gives an insight into the current procedures as to assessment of staff requirement, recruitment and selection of staff, compensation etc. This chapter also intended to study the job satisfaction among the teachers.

Chapter: VI presents an analysis of the existing Teacher-pupil ratio in the schools constituting our sample and brings out the disparities among them in regard to student strength in relation to teaching staff.

Finally, Chapter:VII summarises the results of the study and also offers suggestions for improvement in the existing practices.

The researcher expresses her sincere thanks to Professor D.J.Bhaumik, Professor of Political Science, North Bengal University for his invaluable guidance in completing this project.

Grateful appreciation is also expressed to the heads of various institutions and the teachers who supplied the necessary information, without

whose help, completion of the study would not have been possible.

Though I have tried my best to mention the sources of my information, however, I sincerely crave for the indulgence of those who might have remained unacknowledged due to my oversight.

Raja Rammohunpur  
the 31st August, 1994.

*Rita Bhowmik.*

( RITA BHOWMIK )

---

CONTENTS

---

	<u>Page</u>
PREFACE	
LIST OF TABLES	
LIST OF FIGURES	
LIST OF ANNEXURES/APPENDICES	
<u>CHAPTER - I : INTRODUCTION</u>	
Educational Administration: Its Rationale ...	2
School Administration ...	5
Theoretical Framework ...	9
Direction and Significance of the present Study ...	12
Objectives of the Study ...	17
Survey of Literature ...	18
Research Questions ...	23
Methodology ...	24
Limitations of the Study ...	28
Notes and References ...	29
<u>CHAPTER - II : ORGANISATION AND MANAGEMENT</u>	
Legal Foundation ...	45
Organisation ...	48
Management at the Unit Level ...	51
Role of the Head of the Institution ...	59
Management Pattern - Need for Uniformity ...	62
Administrative Practices - A Survey ...	64
Administrator - A Profile ...	67
Notes and References ...	73

	<u>Page</u>
<u>CHAPTER - III: ADMINISTRATION OF PHYSICAL RESOURCES</u>	
Introduction	75
Existing Norms	76
Existing Practice - Analysis of Findings	79
Notes and References	86
<u>CHAPTER - IV : FINANCIAL ADMINISTRATION</u>	
Introduction	88
Budget, Accounts and Audit	90
Sources and Utilisation of Finance	96
A Case for Financial Viability	102
Notes and References	105
<u>CHAPTER - V : PERSONNEL ADMINISTRATION</u>	
Introduction	107
Manpower Planning	110
Recruitment and Selection	113
Compensation	116
Performance Appraisal	121
Job Satisfaction among Teachers	122
Human Resource Development in Education	139
Notes and References	143
<u>CHAPTER - VI: TEACHER PUPIL RATIO : AN ANALYSIS</u>	
Introduction	155
Related Studies	158
Analysis of Findings	159
Notes and References	168
<u>CHAPTER - VII: CONCLUDING OBSERVATIONS</u>	
Summary and Conclusions	171
Suggestions	175
BIBLIOGRAPHY	178
APPENDICES	188

LIST OF TABLES

---

	<u>Page</u>
<u>CHAPTER I</u>	
I. District-wise Details as to population, schools etc.	13
<u>CHAPTER II</u>	
I. Educational Qualifications of Managing Committee members.	67
II. Age of Administrators	68
III. Experience of Administrators	69
IV. Qualifications of Administrators	69
V. Problems faced by the Administrators	71
VI. Administrators' suggestions for improvement	72
<u>CHAPTER III</u>	
I. Building Area of Schools	79
II. Size of a class rooms	80
III. Space available per student	82
IV. No. of students and amenities	82
V. Students' Amenities	84
VI. Details of Amenities	85
<u>CHAPTER IV</u>	
I. Qualifications of Persons engaged in maintaining accounts	95
II. Break-up of Income	98
III. Break-up of Expenditure	100
IV. Fund deficit of the schools	103

	<u>Page</u>
<u>CHAPTER V</u>	
I. Classification of Teachers according to age	125
II. Classification of Teacher according to educational Qualifications	126
III. Classification of Teachers according to remuneration	127
IV. Classification of Teacher according to experience	128
V. Family background of Teachers	129
VI. Parental Occupation of Teachers	129
VII. Reason for choosing Teaching job	130
VIII. Level of satisfaction of Teachers	131
IX. Future attitude of the Teachers towards the job	132
X. Encouraging others to take the same job	133
XI. Decision as to continuence in the same job	133
XII. Satisfaction of Teachers	135
XIII. Problems mentioned by the Teachers	136
XIV. Solutions suggested by the Teachers	137
<u>CHAPTER VI</u>	
I. State-wise teacher-pupil ratios in India	156
II. Role strength and the maximum permissible limit	163
III. Teacher-pupil ratios in various schools	165
IV. Estimated student strength and difference with actuals	166
V. Estimated Teacher strength and difference with actuals	167

LIST OF FIGURES

---

	<u>Page</u>
<u>CHAPTER I</u>	
1. Plan Outlay on Education	4
2. Process of Educational Administration	6
3. Educational Administration	8
<u>CHAPTER II</u>	
1. Educational Ladder (West Bengal)	49
<u>CHAPTER IV</u>	
1. Sources of Income	99
2. Break-up of Expenditure	101
<u>CHAPTER V</u>	
1. Qualities of a Teacher	108
2. Teacher	111
3. Classification of Needs	118
4. Determinants of job satisfaction	124
<u>CHAPTER VI</u>	
1. Teacher-pupil Ratio	162

---

ANNEXURES

---

CHAPTER I

	<u>Page</u>
I. District-wise area, population of the districts in West Bengal	30
II. Questionnaire for Institutional level survey	31
III. Questionnaire for Teachers	37
IV. Questionnaire for Administrators	43

CHAPTER V

I. Staff Pattern	145
II. Allotment of Marks	146
III. Comparative Pay scale Charts(1948-1990)	150

---

APPENDICES

I. Names of Recognised schools in two districts.	188
II. List of Schools constituting the sample of the Study	196

---

ABBREVIATIONS USED

H.M.	= Head Master/Head Mistress
A.H.M.	= Assistant Head Master/Assistant Head Mistress
M.C.	= Managing Committee
D.S.E.	= Director of School Education
D.I.	= District Inspector of Schools
S.E.	= Secondary Education
A.D.I.	= Assistant District Inspector of Schools
F.C.	= Finance Sub-Committee
A.C.	= Academic Council
S.C.	= Staff Council
T.R.	= Teachers' Representative
N.T.R.	= Non-Teaching Members' Representative
W.B.B.S.E.	= West Bengal Board of Secondary Education
W.B.C.H.S.	= West Bengal Council for Higher Secondary Education
T.P.R.	= Teacher-Pupil Ratio
P.S.C.	= West Bengal Public Service Commission
C.S.C.	= College Service Commission
H.R.D.	= Human Resource Development

---

---

CHAPTER - I

INTRODUCTION

---

---

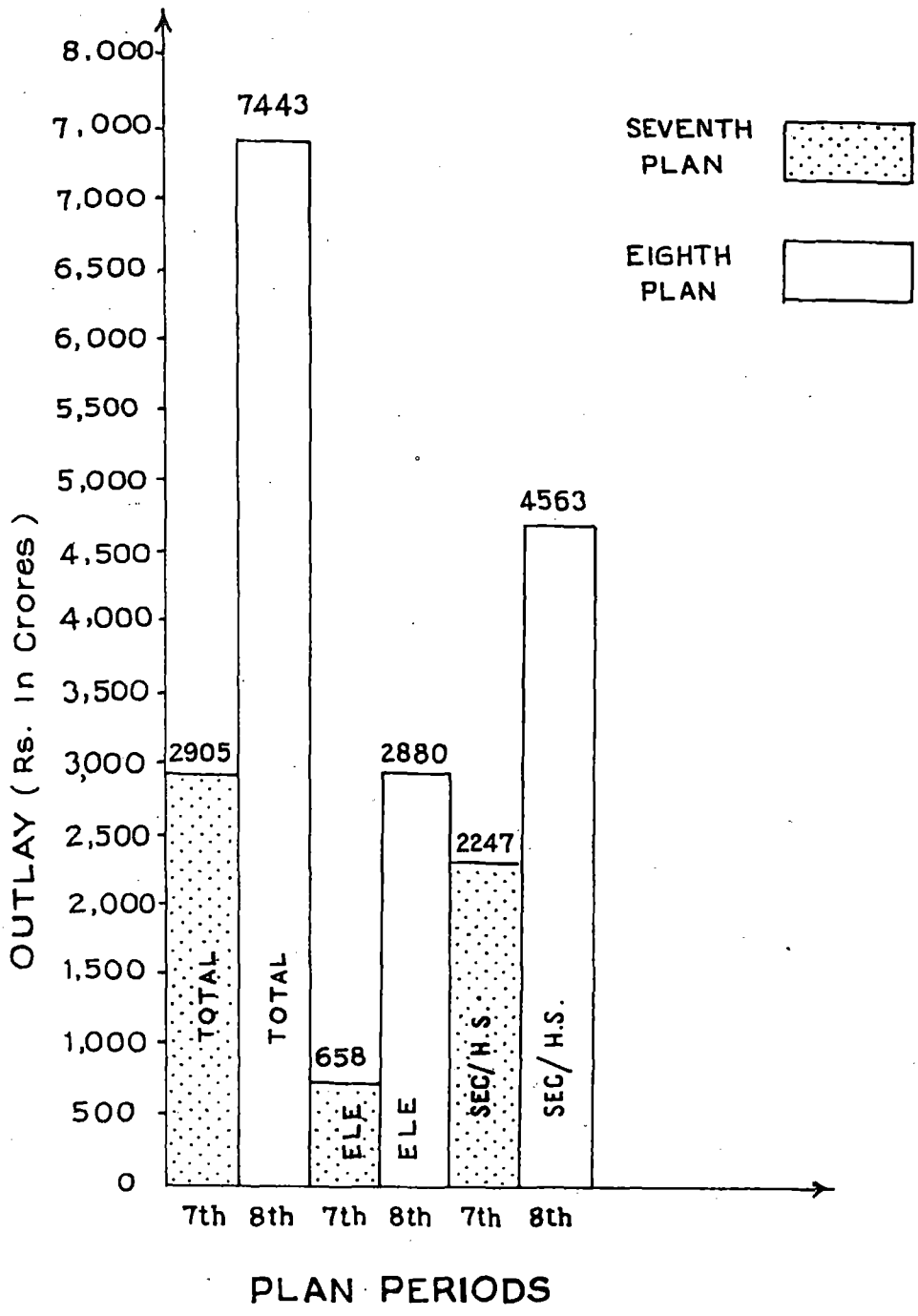
## I

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 health<sup>1</sup>.

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.<sup>2</sup>.

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"<sup>3</sup>.

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

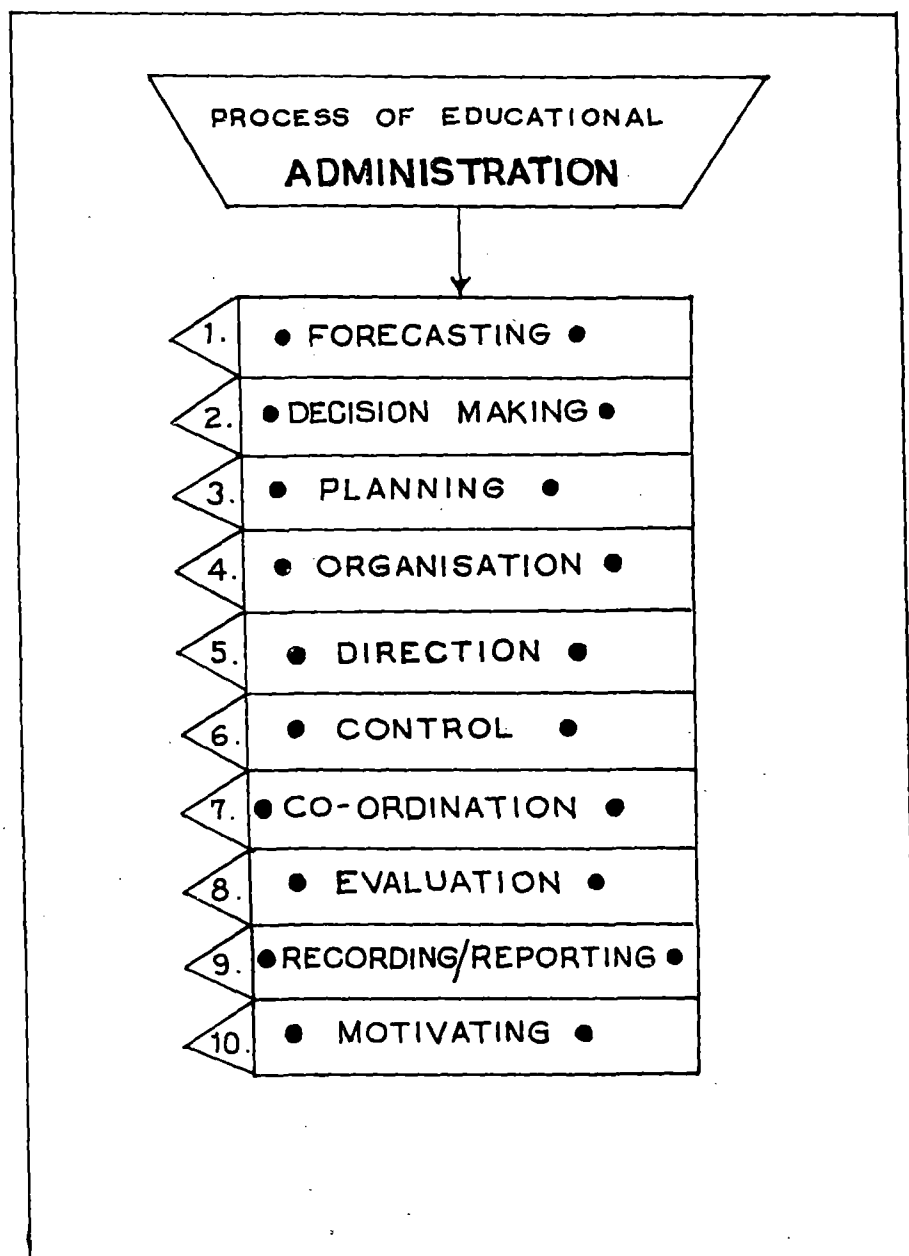


Fig. 2

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.<sup>4</sup>

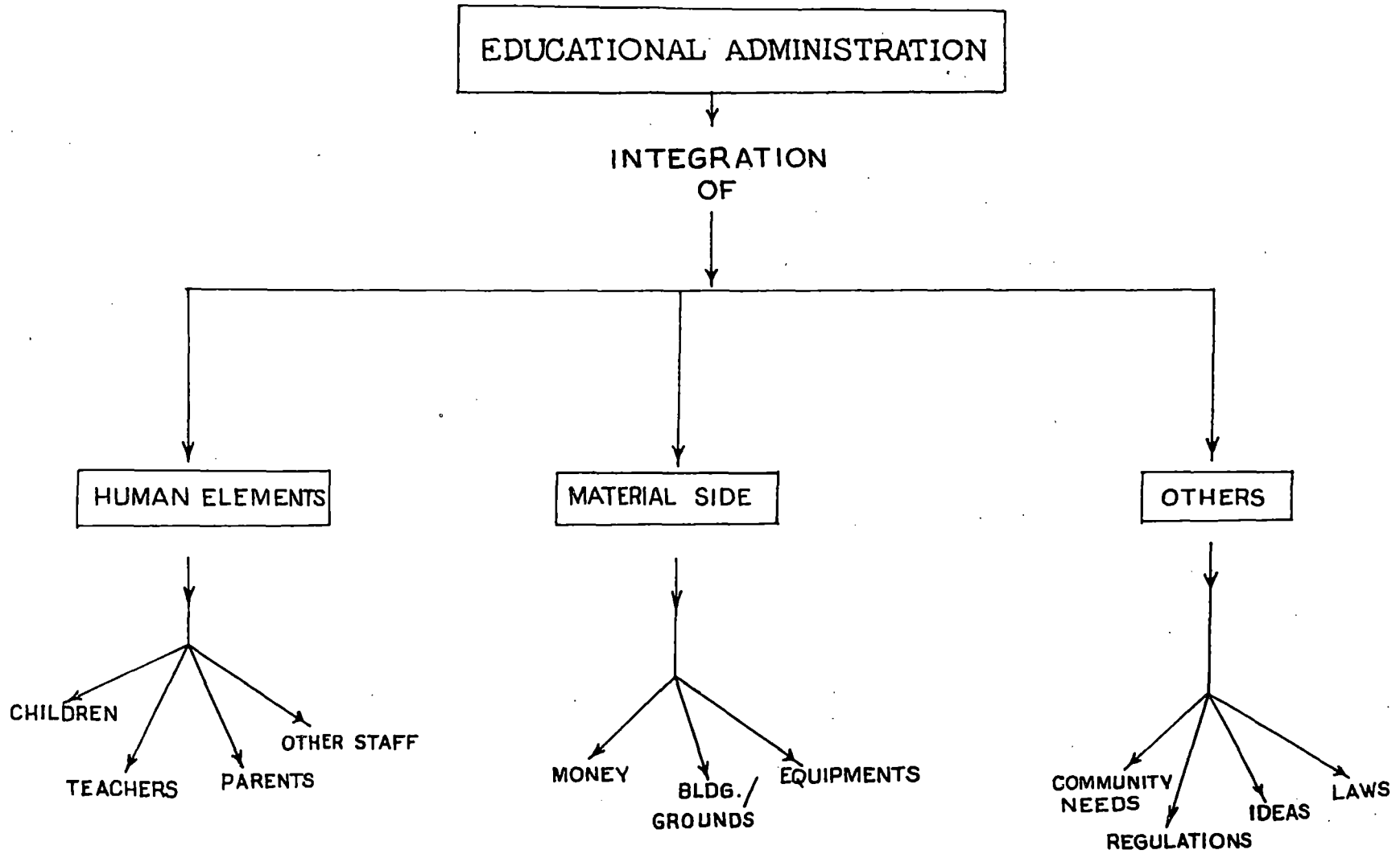


Fig. 3

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.<sup>5</sup>

### 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.<sup>6</sup>

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.<sup>7</sup> 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.<sup>8</sup> 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'

112454

9031 AUG 1995

NORTH BENGAL  
University Library  
Raja Ram Mohunur

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 Gant<sup>9</sup>, 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.

Basu<sup>10</sup> 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.

Kulanandaiswamy<sup>11</sup> 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 Survey<sup>12</sup> 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.

Kochhar<sup>13</sup> 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.

Hooja<sup>14</sup> 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 study<sup>15</sup> 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.<sup>16</sup>

## 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 across 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> <hr style="width: 20%; margin-left: 100px;"/> <p>Total -        100%</p>	<p>II.            <u>Area-wise</u></p> <p>Rural            -        35%</p> <p>Urban            -        65%</p> <hr style="width: 20%; margin-left: 100px;"/> <p>Total -        100%</p>																						
<p>III.           <u>Stage-wise</u></p> <p>Secondary        -        55%</p> <p>Higher Secondary -        40%</p> <p>Junior High       -        5%</p> <hr style="width: 20%; margin-left: 100px;"/> <p>Total            100%</p>	<p>IV.           <u>Administration-wise</u></p> <p>Central Govt.   -        5%</p> <p>Non-Govt. aided - 95%</p> <hr style="width: 20%; margin-left: 100px;"/> <p>Total            100%</p>																						
<p>V.    According to age of Schools              (Calculated from the yr.of              establishment)</p> <hr style="width: 100%;"/> <table border="0" style="width: 100%;"> <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>5%</td> </tr> <tr> <td>10-25 years</td> <td>5%</td> </tr> <tr> <td>25-50 years</td> <td>75%</td> </tr> <tr> <td>50 yrs. and above</td> <td>15%</td> </tr> <tr> <td style="text-align: right;">Total -</td> <td style="border-top: 1px solid black; border-bottom: 3px double black;">100%</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 -	100%	<p>VI. According to student              strength</p> <hr style="width: 100%;"/> <table border="0" style="width: 100%;"> <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>15%</td> </tr> <tr> <td>500 - 1000</td> <td>40%</td> </tr> <tr> <td>1000 and above</td> <td>45%</td> </tr> <tr> <td style="text-align: right;">Total -</td> <td style="border-top: 1px solid black; border-bottom: 3px double black;">100%</td> </tr> </tbody> </table>	No.of students	No. of schools	Below 500	15%	500 - 1000	40%	1000 and above	45%	Total -	100%
Age(in yrs.)	No.of Schools																						
Below 10 years	5%																						
10-25 years	5%																						
25-50 years	75%																						
50 yrs. and above	15%																						
Total -	100%																						
No.of students	No. of schools																						
Below 500	15%																						
500 - 1000	40%																						
1000 and above	45%																						
Total -	100%																						

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.

NOTES AND REFERENCES

1. Gant, George F., Development Administration: Concepts, Goals, Methods (NISCONSIN : The University of Wisconsin Press) 1979, pp. 76-77.
2. National Staff College for Educational Planners and Administrators, Educational Administration in Andhra Pradesh ( A Survey Report), (New Delhi : NSCEPA), 1975, p.i.
3. Kochhar, S.K., Secondary School Administration (New Delhi : Sterling Publishers), 1987, p. 3.
4. Ibid., p. 8.
5. Ibid., p. 9.
6. Source, The Statesman, dated 30.7.1994.
7. See, Election Manifesto of the Left Front govt., (10th (April, 1982)
8. See, The Statesman, dated 27.8.1992, pp.1,3.
9. Gant, George F., op.cit., pp.75-103.
10. Basu, Aparna., The Growth of Education and Political Development in India - 1898-1920, (Delhi : Oxford University Press) 1974.
11. Kulanandaiswamy, V.C., "Problems of Management of Education, paper presented at the 44th Annual Conference of Indian Political Science Association.
12. National Staff College for Educational Planners and Administrators, op.cit.
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.
15. Singhal R.P., Indian Schools : A Study of Teacher-pupil Ratio (New Delhi : Vikas Publishing House), 1989.
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 Rooms .....Office.....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....
------------	-------	---------	------	-------	------------

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).

---

---

CHAPTER - II

ORGANISATION AND MANAGEMENT  
Principles & Practice

---

---

## I

LEGAL FOUNDATION

The following Acts, Resolutions constituting the legal foundation of Secondary education are in force in the State of West Bengal:

(a) THE WEST BENGAL BOARD OF SECONDARY EDUCATION ACT, 1963.

This Act extends to the whole of West Bengal and came into effect from 1.1.64 vide Notification No. 4551 Edn. (G)/G.88-42/63, dated December 27, 1963. Chapter II of the Act provides for the composition of the Board, appointment of the

President, disqualification for membership, election, removal of members. Chapter III of the Act contains the constitution of different committees of the Board of Secondary Education. It has the following committees:-

- (a) Recognition Committee
- (b) Executive Committee
- (c) Syllabus Committee
- (d) Appeal Committee
- (e) Finance Committee

Chapter IV of the Act, states the power and duties of the Board and Chapter V deals with meetings of the Board and the Executive and other committees. Chapter VI contains the rules relating to Finance and Audit.

(b) The West Bengal Madrasha Education Board Resolution .

The West Bengal Madrasha Education Board is a statutory Board for the spread of Madrasha education in this State under the initiative of Education Department of the Govt. of West Bengal. The Resolution (No. 211-Education (M)/5M-5/22 dt. 2.2.73) passed by the Govt. of West Bengal contains the constitution, aim of the Madrasha Boards. The West Bengal Madrasha Education Board is constituted vide Govt.

Notification No. 763(Edn.)M/5M-5/7273 dated 6.4.73.

(c) THE WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION  
ACT, 1975.

This Act extends to the whole of West Bengal with the objective to establish a Council of Higher Secondary Education in the State of West Bengal and to define the powers and function of such council, and to provide for certain matters connected therewith. Chapter II of the Act contains the composition of the council, terms of office of nominated members, the President, disqualifications for membership, conducting of meetings and the Chapter III of the Act provides for constitution of different Boards of Studies (e.g. Board of Studies in Humanities Sciences, Commerce, Agriculture etc.). Chapter IV contains the constitution and function of various committees (e.g. Recognition committee, the Syllabus Committee, Finance Committee, the Approval Committee etc.) and the Chapter V of the Act contains the powers and functions of the council and the Chapter VIII deals with Finance and Audit and the last chapter (i.e. Chapter VIII) deals with supplemental provisions.

## II

## ORGANISATION

In conformity with the uniform National pattern the structural pattern of school education in West Bnegal is as follows:

(a) School education in West Bengal covers a period of ten years.

(b) The first four years is spent on Primary Education, governed by Primary Education Board.

(c) The next five years covers the secondary education which is divided into two stages, viz. Junior Secondary stage( from Class VI to VIII) and Secondary stage( Class IX and X). After completion the students aspear at the Madhyamik Examination conducted by the W.B.B.S.E.

(d) After passing the Madhyamik examination, the next 2 years is spent on Higher Secondary Education (Class IX and X). The Higher Secondary courses are taught at both schools and colleges.

At this stage, the students are allowed to choose their specialised streams (e.g. Arts, Science, Commerce, Agriculture etc.). At the end of the course, the students appear in the Higher Secondary Examination conducted by the W.B.Council of Higher Secondary Education.

# Educational Ladder WEST BENGAL

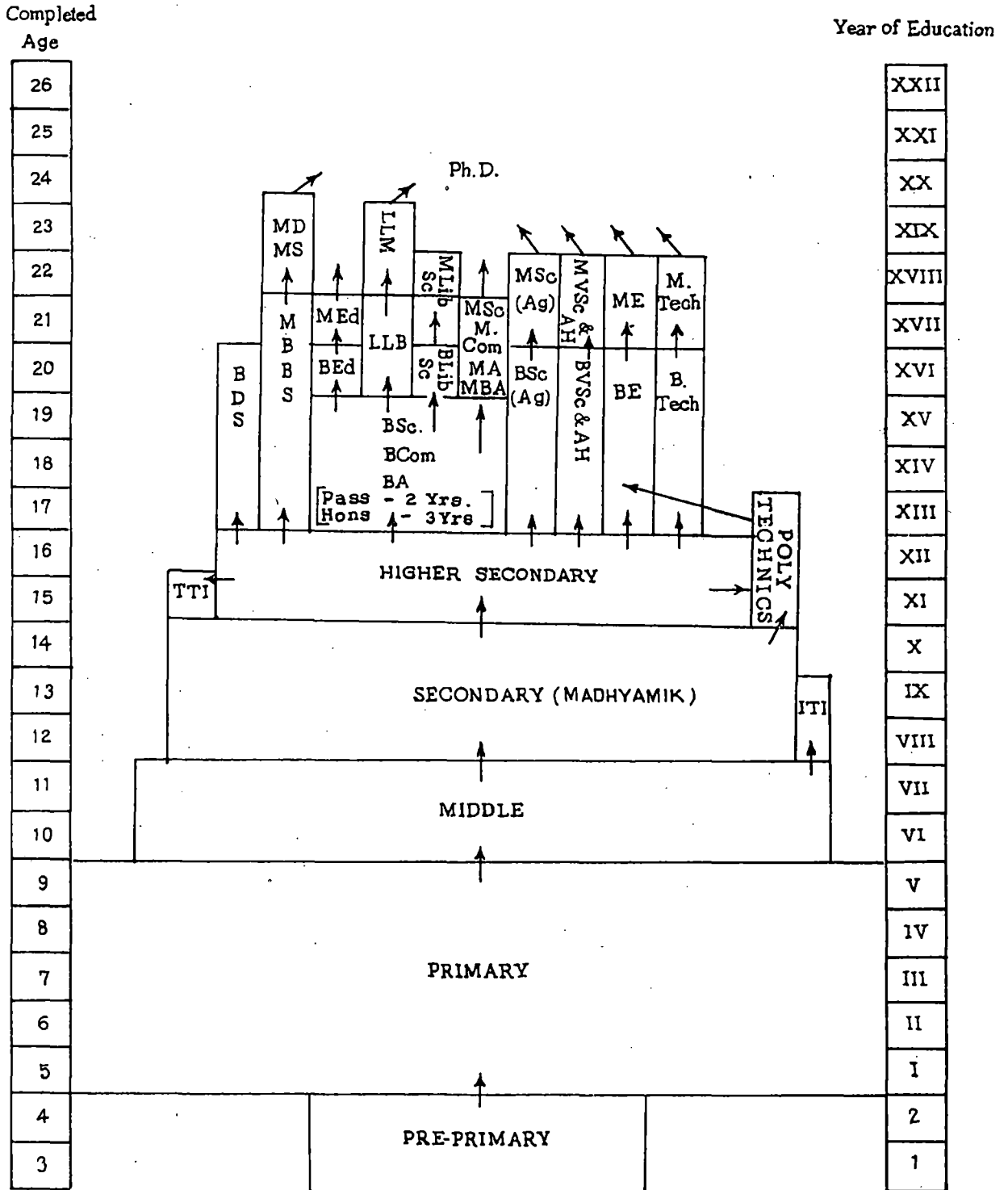


Fig. 1

Primary Stage	Jr. Secondary stage	Secondary Stage	Higher Secondary stage
Class I to Class IV	Class V to Class VIII	Class IX and Class X	Class XI and Class XII
W.B.Primary Education Board	W.B.Secondary Education Board	Education Board	H.S.Council

The Education Ministry of the State headed by two Ministers viz. Secondary Education Minister and Higher Education Minister, the former Ministry is responsible for the primary and secondary education while the latter ministry is responsible for higher education. Functioning and administration of primary education is conducted through the Directorate of primary education with the assistance of Deputy Directors and Chairman of the district Primary Education Council along with sub-inspectors of schools. The Secondary schools (both Junior and High) are administered by the Directorate of school education assisted by the Deputy Directors in various functional areas at the Directorate having its office at Calcutta, the District Inspector of schools assisted by the Asstt. District Inspectors at the district levels.

## III

## MANAGEMENT AT THE UNIT LEVEL

A. Management of Recognised Non-Government Schools

As required under rules for Management of recognised Non-Government Institutions<sup>1</sup>, every non-government institution has a Managing Committee(M.C.). In addition to this, there are three sub-committees, viz., Finance sub-committee, an Academic Council and a Staff Council. The finance sub-Committee of a school is responsible for administration of Finance in the Institution<sup>2</sup>. The Academic Council is an Advisory Body as it gives advices to the head of the Institution on all academic and co-curricular activities. Though the decisions or advices/recommendations of the Academic Council are not mandatory, however, they bear weights and force to be taken into account by the Managing Committee for implementation. On the other hand, the staff Council may discuss all matters of academic interest and problems associated with the development of institution.

Each school has a headmaster/headmistress assisted by an assistant headmaster/assistant headmistress, who is entrusted with day to day administration of the school. His/her duty is similar to that of a liason officer maintaining link between the Managing Committee and the school. The composition, powers and functions of the Managing

Committee and the Academic Council(Finance Committee has been covered in Chapter-IV), may be summed up as under: -

Managing Committee:

The Managing committee of a non-government aided school shall consists of the following members :

- i. One Founder
- ii. One Life Member
- iii. Four guardians in the case of institution having classes XI and XII recognised by the West Bengal Council of Higher Secondary education or having Class X and two guardians in case of Junior High Schools, to be elected or nominated, as the case may be.
- iv. One person interested in education(to be co-opted). In case of an institution located within the jurisdiction of a Panchayat Samity, such person would be nominee of the Panchayat Samity.
- v. Three elected teachers' representatives other than the head of the institution and one representative of the non-teaching staff in the case of an institution with Higher Secondary classes recognised by the West Bengal Council of Higher Secondary Education and/or a class X high school and two members of a Junior High school.
- vi. One member of the committee shall be nominated by the Director or by an officer authorised by him in this behalf.

(vii) Head of the Institution - ex Officio<sup>3</sup>.

Powers/Functions of the Managing Committee:

In an aided institution the committee shall, subject to the approval of the director, have the powers:-

(a) To appoint teaching and non-teaching staff - temporary or permanent.

(b) Subject to the rules in force, to extend the services of the teachers and other employees beyond the date of superannuation.

(c) Both in aided and unaided institution the Managing Committee, subject to the prior approval of the appropriate authority, has the power, to remove or dismiss permanent or temporary teachers and other employees.

(d) To grant leave other than casual leave which shall be granted by the head of the institution or by the Secretary of the Committee in the case of the head of the institution.

(e) To grant increments in Pay to teacher and other employees in accordance with the procedure laid down from time to time.

(f) To grant free or half-free.

(g) To manage funds of the institution as per direction given by the appropriate authority from time to time.

(h) To prepare annual report.

(i) To deal with all schemes of development of the institution and such other matters.

(j) To allocate the total period of holidays in a year, but special holiday for a day or a portion thereof on account of death of any prominent person or for any special occasion concerning the institution may be granted by the secretary or the head of the institution at his direction.

(k) To grant deputation of teachers, where such deputation is in the interest of the institution.

(l) To suspend a teacher or an employee where such suspension is in the interest of the institution<sup>4</sup>.

Academic Council:

The Managing Committee of each school shall have an Academic Council composed of the head of the institution, the Assistant head master/Assistant head mistress, and not more than three members elected from amongst the members of the teaching staff. The head of the institution and the assistant head mistress, as the case may be shall be the president and the secretary of the Academic Council respectively. The Council deals with matters connected with:

- (a) Admission
- (b) Promotion
- (c) Selection of Text Books
- (d) Preparation of Time Tables
- (e) Other matters relating to the improvement of the

teaching and co-curricular activities<sup>5</sup>.

#### B. Management of Central Government School.

All the Central Government Schools have uniform management pattern as they are centrally administered by the Kendriya Vidyalaya Sangathan an autonomous organisation under the Ministry of Human Resource Development at the Centre. In addition there are Regional Offices in different regions. At the Sangathan level there are Commissioner - Joint Commissioner - Deputy Commissioner - Assistant Commissioner - Education Officers.

At the school level there is a Vidyalaya Managing Committee (VMC), composing of a Chairman, the principal of the school and other members. V.M.C. of each Central School appoints two committees - Appointment and Purchase Committee. The appointment committee appoints teaching and non-teaching staff on ad-hoc basis only as recruitment to permanent posts are made by the Kendriya Vidyalaya Sangathan at regional levels. The Purchase committee accepts quotation, places orders for purchase of stationery, books teaching aids etc.

#### C. Management of Sponsored Institution

Sponsored Institutions are governed by the Rules for

Management Of Sponsored Institutions (Secondary), 1972. At the school level every sponsored institution has a Managing Committee comprising of the following:

(a) A President appointed by the Education Department of the State Government;

(b) Two representatives of the Body/Organisation Society aiding or co-operating with the State Government in establishing the institution;

(c) One Government Official to be nominated by the D.S.E., West Bengal;

(d) Two persons interested in education to be nominated by the D.S.E., West Bengal;

(e) One medical practitioner nominated by the D.S.E.

(f) Head of the Institution - Ex-officio Secretary of the Committee.

(g) Two elected teacher's representative;

(h) Two guardians' representative nominated by the President.

#### Powers/Functions of the Committee :

The powers of the committee, subject to the approval of the D.S.E. include:

- i. Appointment of teachers and non-teaching staff - temporary or permanent.
- ii. Extension of services of teachers and other employees;
- iii. Removal/Dismissal of teachers and other employees;
- iv. Granting of Leave ;
- v. management of Funds;
- vi. Dealing with developmental schemes etc.
- vii. Granting deputation to teachers ;
- viii. Granting deputation to teachers ;
- ix. Other matters of institutional interest
- x. Preparing Annual reports<sup>6</sup>.

The Director of Secondary Education(D.S.E.), Govt. of West Bengal is the controlling authority of Government Sponsored institution. The primary financial responsibility of such institutions lies with the Education Department of the Government.

#### D. Management of Madrasahs

Madrasahs are managed by the West Bengal Madrasah Education Board<sup>7</sup>. At the unit level, each Madrasah has a Managing Committee, which is constituted with the following members, the maximum being - 14 :

- a. Guardians - 4 in case of Sr. and High Madrasah and 3 in case of Jr. High Madrasahs, 2 in case of Jr. Madrasahs.

- b. Donar - 1
- c. Founder - 1
- d. Persons interested in Madrasah Education - 2
- e. Registered Medical Practitioner - 1
- f. Teachers' Representative - 3 in case of High and Sr. Madrasah, 2 in case of Jr. High Madrasahs 1 in case of Jr. Madrasahs.
- g. Nominee of the Education Directorate - 1
- h. Headmaster - Ex-Officio Member.

#### E. Management of Government Schools

The government schools are under the direct control of the Education Directorate. At the school level each Government school has a Governing Body constituted with the following :-

1. District Magistrate - President
2. Head of the Institution - Ex-Officio Secretary
3. Chairman of the concerned Municipality - Member
4. District Inspector of Schools - Member
5. Teachers' Representative - Two
6. Non-Teaching Members' Representative - One
7. Guardians' Representative - Two

Recruitment to the posts of teachers and head of the Institutions are done by the Public Service commission and such posts are also transferable from one school to another school.

## IV

## ROLE OF THE HEAD OF THE INSTITUTION

In the school administration, the head of the institution occupies a unique position. He is in the strategic centre of a web of instructional relationships between teacher-teacher, teacher-pupil, teacher-guardian and arranges their co-ordinated efforts. The head of the institution is required to discharge various duties which may be summed up as under :

a. Specific duties :

- i. Supervision
- ii. Teaching
- iii. Management
- iv. Special Services when required.

b. General Duties:

- i. Duties before the session
- ii. Duties through out the year
- iii. Duties at the close of the session<sup>8</sup>.

The specific powers and functions of the head of the institution of Non-government recognised school may be summed up as follows :-

(i) The headmaster or headmistress of a non-Government school is an ex-officio member of the Managing Committee.

(ii) The headmaster or headmistress has the right to be elected Secretary to the Managing Committee. If the headmaster or headmistress is not appointed Secretary, he/she shall be

joint Secretary as per rules.

iii. The headmaster or headmistress, in the capacity of Joint Secretary shall perform such duties as may be assigned to him or her, from time to time by the managing Committee.

iv. In the temporary absence of the Secretary, the headmaster or headmistress in the capacity as Joint Secretary may convene a meeting of the Managing Committee.

v. The headmaster or headmistress is the custodian of all school records by virtue of his/her position.

vi. The headmaster/headmistress by virtue of his/her position over the office, is overall responsible for internal administration of the school.

vii. The headmaster/headmistress by virtue of his/her position shall forward such matters from the staff, students and guardians of the school for consideration of the Managing Committee, as he /she deems fit and proper.

viii. The headmaster/headmistress may declare special holiday concerning to death of any prominent person or for any special occasion of the school in consultation with the Secretary of the school.

ix. The head of the institution will act as President of the staff council and academic council of the school.

x. The headmaster/headmistress will take such steps towards formation of the Managing committee of the school as provided in the rules.

xi. The head of the institution as Joint Secretary shall operate all Bank accounts, and shall be one of the operators of the same.

xii. The headmaster or headmistress shall prepare school accounts with the help of clerks or office assistants and if the responsibility is shifted to the Asstt. headmaster/Asstt. headmistress, he or she will countersign the records.

xiii. All the records including grants-in-aid application should bear signature of the head of the institution along with the same of the Secretary or the administrator.

xiv. The head of the institution shall record the time of arrival and departure in the attendance register of the teachers and put his/her signature in the verifying column, reserved for him/her.

xv. The headmaster or headmistress being the head of the teaching staff of the school is entitled to supervise teaching affairs of the teachers and the teaching staff will have to work under his/her guidance.

xvi. The headmaster or headmistress can exercise his/her voting right in the election of the Managing Committee.

xvii. The head of the institution may also exercise his/her voting right in the election of Secretary of Staff Council.

xviii. The head of the institution may draw proceeding against the action of any member of the staff, for consideration and

decision of the Managing Committee.

xix. The Secretary cannot direct the head of the institution to follow his instruction unless resolved by the M.C.

xx. While preparing the list of holidays of the year, the headmaster may keep at least five days reserved for his/her discretionary decision so as to utilise the same if and when required subject to the approval of the M.C./Administrator.

xxi. The head of the institution is entitled to suspend the class or classes on the date of physical education and work education examinations with the approval of the Academic council and the Managing Committee<sup>9</sup>.

## V

### MANAGEMENT PATTERN - NEED FOR UNIFORMITY

In West Bengal, we come across different types of schools having different management patterns - Direct govt. school, maintenance of which is the exclusive responsibility of the State Government, Non-government schools recognised by the West Bengal Board of Secondary Education or the West Bengal Council for Higher Secondary Education, Madrasah community under the West Bengal Madrasah Education Board. This practice of different management patterns prescribed for different types of schools resulted into disparities among the schools in the matter of finance, physical resources,

students' amenities, teaching quality and so on. As it has been observed that the Direct government schools are well maintained as compared to the non-government schools - as they get more funds for development, they have adequate class rooms with more space per student, lower teacher-pupil ratio, more library books and teaching aids. On the other hand, the non-government schools gets mostly the salary deficits. Moreover, they cannot collect fees from the students in view of the Government's policy of free education upto secondary level. Furthermore, recruitment of heads of institutions and teachers for direct government schools are done centrally by the State level Public Service Commission(PSC) which maintains an uniform standard and such posts are also transferable. But such recruitment of teachers and other employees including the head of the institution is done by the respective Managing Committees of those schools at the school level. Thus, these Managing Committees have the freedom to choose experts for interviewing the head of the institution and teaching and other staff. Hence, there always remains a scope for biasness, favouritism, manipulation as the managing Committees of the schools to-day are not free from political interference. Hence, what would be the extent of autonomy to be granted to the individual institutions always carries a question mark. As for instance, the Central Schools are centrally management by the Kendriya Vidyalayas Samgathan and all the schools under

their control get uniform resources - financial and physical, follow the uniform lesson plans; their teachers for the permanent posts are centrally recruited. The same practice can easily be followed for all the recognised schools in West Bengal without making any categorisation like Government/Non-government and so. This will help to solve a host of problems now encountered. So far as secondary education is concerned, because the present discriminatory practice by the Government has given birth to class of student citizens - one who is privileged to get the scope to study in a Government schools and the other who do not find a little space in a bench for sitting amidst 100 to 150 or more of his fellow class mates. As all these students read the same syllabus and are to go through the same evaluation process, should not the Government take corrective steps to prescribe uniform management pattern for all the recognised schools in West Bengal Presently funded by the State thus assuring equal opportunity for all class of students'.

## VI

### ADMINISTRATIVE PRACTICES - A SURVEY

In matters of decision makings as to various activities we came across disparities among the sampled schools. Regarding course and classes, most of the schools rest on the academic council while some of them leaves the

matter to be solved by the headmaster or headmistress and or the staff council. Regarding admission policy and procedures the mostly chosen forum is academic council while the headmaster or the staff council also take part in such decision. Regarding routine financial matters it is the finance sub-committee which is mostly liked by the authority while other forum are also no less important. Regarding matters of students' interest, it is the staff council which takes keen interest in majority of the institutions. Regarding grievance redressal all the forum are more or less equally preferred, however, in extreme cases the matter is referred to the higher authorities at the district or the state level. The Managing committee generally deals with the important policy matters, of course, within the limits set by the rules in force and when the matter is beyond their jurisdiction, it is referred to the authorities like D.I., D.S.E., Boards etc. for necessary clarification.

Our institutional level survey of the sasmpled schools reveals that (Table-I), 78% of the members of the managing committees are either graduates or post-graduates while more than 21% of them are undergraduate and among them 5% are not even Matriculates/Madhyamik. How one can be sure that an educational institution of Secondary level will be safe in the hands of people who are not even graduates or passed School Final Examination. Does not it affect the

administrative quality of the Managing Committee. In fact, schools now-a-days are treated as places of political powers, where we generally compromise with quality even at the cost of the future of our children. We came across some institutions where we observed concentration of membership of the M.Cs. among the same persons in the schools situated in the same locality. All these resulted in dilution of accountability on the part of the M.C. members as they are more interested in other aspects than that of the institution and the institution suffers. The only way to such crisis is to manage the institutions centrally like that of Government schools and providing scope for larger participation of educationist in the M.C.

Our sample consists of one institution managed by an administrator and the rest nineteen are managed by managing Committees. All these nineteen schools have uniformity so far as number of M.C. members are concerned. The committee is generally formal in communicating their decisions but in some schools occasionally M.C. prefers to be informal. Frequency of the meeting of the M.C. is not uniform among the sampled schools. In 25% of the cases the M.C. normally meets every month while in 35% of the cases the meeting is held quarterly while in 30% cases, it meets half-yearly. Though all the institutions reported that the M.C. also meets if and when such situation arises, but for regular monitoring of the

various activities of the schools, the Managing Committee should meet at least once in a month. Otherwise, the body will simply be a decorative one.

Table-I

Educational Qualification of M.C.Members

Educational Qualifications	No. of Members	Percentage
Non-Matric	10	5%
S.F/Madhyamik	18	9.49%
H.S./Intermediate	13	7%
Graduate	47	25%
Hons.Graduates	47	25%
Post Graduates	54	28%
Ph.D.	1	0.51%
Total :	190	100%

VII

ADMINISTRATOR - A PROFILE

An attempt has been made to study the attitude of the person engaged in administration of the schools, such as Secretary, President of the M.C., Head of the Institutions and their Assistants. This attempt covers a sample of twenty-five

such persons comprising of the following :-

Table-II

Age of Administrators	No. of respondents
Below 40 years	Nil
40 - 45 years	8%
45 - 50 years	20%
50 - 55 years	44%
55 - 60 years	12%
60 - 65 years	16%
Total:	100%

Most of the respondents (72%) are 50 years and above, 16% of them are working on extension service after retirement and 12% of them are at the verge of retirement, and the rest are below fifty years of age but none of them are less than forty years of age. Attempt should be made for induction of young persons into the administration of educational institutions as there is no positive relationship between age and administrative quality and infusion of fresh bloods may tone up the administration.

Table-III

Experience of Administrators	No. of respondents
Below 5 years	12%
5 - 10 years	20%
10 - 15 years	4%
15 - 20 years	8%
20 - 25 years	20%
25 - 30 years	24%
30 years and above	12%
Total:	100%

On the scale of experience, more than half of the respondents have experience of twenty years and more 32% of them have below ten years experience in the same capacity.

Table-IV

Qualification of Administrators	No. of Respondents
Undergraduate	4%
Graduate/Hons. Graduate	8%
Post-Graduates	84%
Doctorate	4%
Total:	100%

In view of academic qualification almost all of them are having post-graduates excepting 12% respondents who are either graduates(8%) or under graduates(4%).

An analysis of the responses of the respondents(Table-V) as to the problems they come across in the course of the administration of the schools they are attached to, shows that there are multiplicity of problems faced by the administrators, frequently mentioned of them being the shortage of teaching staff, excess enrolment of students, inadequacy of building/space, lack of motivation/morale values of teachers, political interference, inadequacy of students amenities like students' common room, library, play ground etc. Interestingly 16% of the respondents stated that they do not come across any problem in their function. Subsequently, the above respondents were also asked to suggest corrective steps so that improvement can be witnessed. Though variety of suggestions came up (Table-VI) important of them are need for quality teaching staff of appropriate number, solution of accommodation problems, more autonomy and authority for the head of the institution, regularity in payment of salary., more funds for development of the schools.

Table-V

## PROBLEMS FACED BY THE ADMINISTRATORS

Problems faced by Administrators	No. of Respondents
Political interference in day to day administration	16%
Shortage of teaching staff	40%
Excess enrolment of students beyond capacity.	24%
Insufficient space for class rooms etc.	16%
Local pressure and problems in connection with admission.	12%
Shortage of furniture and teaching aids	8%
Lack of morale values on the part of the teachers	8%
Lack of motivation and sincerity on the part of the teachers.	24%
Inadequacy of funds	12%
Inadequacy of students' amenities:	
-Library	8%
-Playground	8%
Indiscipline on the part of the students	4%
Poor attendance during harvesting time	4%
Private coaching by teachers	8%
Irregular payment of monthly salary	4%
Absence of harmonious teacher-student relation	4%
Poor economic condition of the pupil	4%

Table-VI

## ADMINISTRATORS' SUGGESTION FOR IMPROVEMENT

Suggestions	No. of Respondents
School should have adequate qualified teaching staff	16%
Teaching aids should be sufficient	8%
Financial condition should be improved	8%
Accommodation problem should be solved	16%
School should be free from political interference	4%
Primary final examination must be introduced	4%
More power should be given to the head of the institution for the betterment of academic atmosphere and to strengthen the administration	16%
Steps must be taken for regular payment of salaries	12%
Schools should have playground	8%
Availability of development grant for construction of school buildings	12%
More schools should be established	8%
Co-operation among teacher, students and guardians	8%
Ban on private tuition	8%

NOTES AND REFERENCES

1. See, Notification No. 640-Edn.(S), dated June 24, 1981.
2. Role of the Finance Sub-committee has been discussed in Chapter-IV of this study.
3. For details, see, Chakraborty, S.B., An Exhaustive Headmasters' Manual, (Calcutta: B.B.Kundu & Sons, 1992) pp.67-77.
4. Source, *ibid.*
5. Source, *ibid.*
6. Source, *ibid.*, pp.161-163.
7. For details regarding composition of the West Bengal Madrasah Education Board, see, Circular No. 211-Education (M)/5M-5/72 dated 2nd February, 1973, Also see, Circular No. 1/75 dated the 29th June, 1975.
8. Kochhar, S. K. , Secondary School Administration (New Delhi: Sterling Publishers, 1978) pp. 125-127.
9. Source, Chakraborty, S. B., *op.cit.*, pp.755-759.
10. Mudaliar, A. L., "The Changing Pattern in Secondary Education in India - Priorities" Education Quarterly, Nov. 1956, pp. 18-22.
11. Dhesi, Autar S., Human Capital Formation and its Utilisation, (New Delhi: Sterling Publishers Pvt. Ltd., 1979).

---

---

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 staff<sup>1</sup>.

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 recognition<sup>2</sup>. 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 examination<sup>3</sup>.

## 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 circular<sup>5</sup> 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 student<sup>4</sup>), 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 situation. 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 head of the institutions complained that this unwanted situation is due 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 problem 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 sufferer 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: I.B.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.

---

---

CHAPTER - IV  
FINANCIAL ADMINISTRATION

---

---

## I

INTRODUCTION

'Finance' is so important aspect in any organisation that successful implementation of any of its plans depend upon the availability of adequate funds. Thus, such funds should be efficiently managed so as to see that there is proper and optimum utilisation. Hence, administration of finance assumes greater significance in any institution.

In a school the responsibility for financial administration lies solely with the Finance Sub-Committee functioning under the Managing Committee of a school. In each

institution there is a Finance sub-committee which consists of

1. Secretary of the committee or where the head of the institution is Secretary, the President of the committee who is the ex-officio Chairman of the sub-committees.

2. Head of the institution- Secretary of the Sub-Committee.

3. A member of the teaching and the non-teaching staff

The main functions of the committee include :

a. Preparation of the budget estimate of the institution.

b. Consideration of audit report and auditor's annual report.

c. Checking of bills.

d. Invitation of tenders.

e. Placing work orders.

f. Scrutinising vouchers.

g. Transact any other business that may be assigned to it by the Managing Committee.

h. All payments exceeding Rs. 100/- shall require prior approval of the Finance sub-committee except salary of the staff and approve recurring expenditure of the institution.

i. The Secretary of the sub-committee shall call meeting at least once in every two months except during vacation<sup>1</sup>.

## II

## BUDGET, ACCOUNTS, AUDIT

A budget can be defined as "a financial and or quantitative statement prepared and approved prior to a defined period of time of the policy to be pursued during that period for the purpose of attaining a given objective. A budget is, therefore, a plan of expected achievement based on the most efficient operating standards in effect or in prospect at that time it is established, against which actual accomplishment is regularly compared. In short, it may be considered as a guide"<sup>2</sup>.

In a school generally the Secretary in consultation with the head of the institution prepares the annual budget for the school. The Finance Committee is also authorised to prepare school budget and such budget contains the figures of estimated income and expenditures for 12 months for the current financial year i.e. April to March. The following points are taken into account while preparing annual budget:-

- a. Audit Report of the previous year
- b. Different items of the income
- c. Different items of expenditures
- d. Grants-in-aid from the State Govt./Central Govt.  
as the case may be .
- e. Donations, if any.
- f. Loans etc.

A school budget is of the following form<sup>3</sup>:-

Name of the School :-

Address:-

BUDGET ESTIMATES FOR THE FINANCIAL YEAR 19.....  
19.....

Estimated Income/Receipt	Amount	Estimated Expenditure/Payment	Amount
Balance b/f from previous year (i.e. amount remained unspent or balance of different funds)		Salaries to teaching and non-teaching staff	
<u>Grant-in-aid</u>		Govt. D.A. & other allowances	
a. towards D.A.		Contribution to P.F.	
b. towards salary contribution		Rents and Taxes	
c. Maintenance grant		Repairs & renewals	
d. Contingent grant		Furnitures & Fittings	
e. Other/Misc.			
Collection from students (viz. magazines, electricity games & sports, examination fees etc.)		Teaching Aids	
Donations		Library Books	
Capital grant		Games & Sports	
Misc. Incomes		Examination Expenditures	
Loan, if any		Development Expenditures	
		Magazine	
		Printing & Stationary	
		Loan repayment, if any	
		Misc. Expenditures	
		Audit fees	
		Surplus	
<b>Total:</b>		<b>Total:</b>	
(Secretary)	(Head of the Institution)	(Member, FC)	

The above list is not an exhaustive list of items of incomes and expenditures. There may be additions and deletions to any of the above mentioned items.

#### ACCOUNTING RULES:

The following accounting rules<sup>4</sup> are normally followed in a school:-

- (a) Every transaction of receipt or payment of money is brought to account at once without exception or reserve.
- (b) The class register of attendance normally provides for additional columns showing the fees and fines realised from each student and the amount of daily collection.
- (c) The daily collections are compiled in a collection Register of which the daily total is taken into the cash book.
- (d) An Acquittance Register of salaries and scholarships is kept in a specified form.
- (e) The cash book is kept daily in specified forms. It is generally initialled daily by the headmaster or other superior authority. The items of receipt and the voucher numbers of payments run in two consecutive series from the beginning to the end of each year.
- (f) A monthly abstract is prepared from the cash book in the specified form as soon as after the end of the month as possible.

The following books of accounts are required to be maintained in order to have a clear and correct picture of school accounts :-

(i) Fee Collection Receipt Books, (ii) Daily Fee collection Book, (iii) Fee Ledger, (iv) Cash book, (v) Subsidiary fund Accounts books, (vi) Loan Register, (vi) Acquittance Register, (vii) Monthly Abstract Register, (ix) P.F.Account Books, (x) Stock Register etc.

The books of accounts are maintained at the instruction of the headmaster or assistant headmaster, as the case may be, if not otherwise directed by the Managing Committee or the Administrator of the school. The account books so maintained are required to be signed by the headmaster/Asstt. headmaster and should also be countersigned by the Secretary/Administrator.

Naturally bills and vouchers below Rs. 100/- are passed for payment by the headmaster, but if it is above Rs. 100/-, the same must be passed by the members of the Finance Committee viz., Secretary, Headmaster and Member.

It is the duty of the headmaster to prepare a monthly statement of accounts of the school in the first week of every next month for submission to the Secretary/Administrator of the School.

The statement of accounts for 12 months (i.e. April to March) should be placed before the meeting of the Managing

Committee and got it passed before it is placed for audit to panel auditors appointed by the Govt.

Every item of non-recurring expenditure involving big amount should be placed before the Managing Committee for approval. Quotations should be called from the relevant concern, for supply, if otherwise not decided by the Managing Committee or the Education Department.

Big amount should not lay at the hands of Secretary or the Headmaster of the school and more than Rs.100/- should not be shown as cash in hand on the closing date of accounts.

Undistributed amount of any grant/stipend or scholarship received from the competent authorities should be disbursed within the financial year and if not possible, by the next financial year positively. Expenditure shown on any suspense account must be supported by relevant and complete voucher within the financial year as far as practicable.

Stock book should be maintained for recording purchase of library books, furniture and laboratory articles etc.

Audit reports should be placed before the Managing Committee for its acceptance. Necessary steps should be taken to comply with the observation of the auditor.

#### OPERATION OF BANK ACCOUNTS

The accounts of an institution shall be operated jointly by the Secretary and the Joint Secretary. All Bank

transactions should be over the joint signatures of both the Secretary and the Joint Secretary. In the event of a vacancy in either office, the President of the Committee and in the absence of the President any other member of the Committee, authorised by the Committee by a resolution, shall operate the bank account on behalf of the incumbent absent unless otherwise ordered by the Govt.

The Head of the institution is responsible for supervising maintenance of accounts with the help of the clerical staff. A review of the qualification of the persons engaged in maintaining accounts shows (Table: I) that only 39% of them have commerce background and about 50% are not even graduates.

Table-I

Qualification of persons engaged in maintaining accounts

<u>Educational Qualification</u>	<u>No. of persons</u>
School Final	21.3%
Higher Secondary/Intermediate	28.6%
Arts Graduate	10.8%
Commerce Graduates	39.3%
Science Graduates	None
Total:	100%

AUDIT :

The auditor is annually appointed by the D.S.E. from the panel maintained by him. The auditor shall examine the accounts of the school and submit his report to the Managing Committee on or before the 31st December of the year following the financial year in respect of which accounts have been audited. Two copies of the audit report is to be forwarded to the D.S.E. who shall submit one copy to the Board.

The D.S.E. has the power to call for an explanation of the Managing Committee on the irregularities pointed out in the audit report. The Managing Committee shall have to submit to the D.S.E., its explanation along with details of action taken or proposed to be taken within 6 weeks of the receipt of such communication. If the D.S.E. is not satisfied with the explanation given by the Managing Committee, he may move to the Board for supersession of the Managing Committee<sup>5</sup>.

## III

## SOURCES AND UTILISATION OF FINANCE

In case of non-government aided school the government bears the salary for the teachers and sometimes some amount in the form of development funds. Since the abolition of charging tuition fees w.e.f. 1980, the schools can-

-not charge any tuition fee from students except some necessary charges like magazine, games and sports, electricity etc. and the amounts so collected should be spent exclusively for those purposes. In addition, schools in rural areas get some assistance for building etc. from the village Panchayet. Very few schools take some amount as donations from students and well wishers and out of sale proceeds of admission forms etc. On the other hand, the government schools(both State and Central) are fully financed by the respective governments. An analysis of break up of incomes of various schools shows (Table-II) that in most of the cases, barring a few nearly 99% of the total income comes in the form of government aid (mainly towards salary for teachers and non-teaching staff), the average being nearly 95%. Collection from students varies between 5% to below 1% of the total income, while the share of donations varies from 5% to  $\frac{1}{2}$ % and other sources remaining very insignificant in view of its share in the total income.

Break up of expenditures, as can be seen from (Table-III) that in most of the cases, the salary component is more than 95%. On an average it is more than 75% while share of recurring expenditures like stationary and miscellaneous contingencies, repairs etc. is only 4% on an average. On the other hand share of capital expenditure (such as construction of building, purchase of furniture, fixtures, purchase of teaching aids, books etc.) is 6% of the total expenditure.

Table-II

## Break-up of Income

Sl.No.	School code	Govt. Aid (salary etc.)	Collection from students	Donations	Misc. Income
1.	JPGSNLA	98.8%	0.98%	0.13%	0.00%
2.	SLGNIL	96.8%	3.2%	-	-
3.	JPGHS	99.8%	0.2%	-	-
4.	KVT	99.1%	0.9%	-	-
5.	SLGBH	97.2%	2.8%	-	-
6.	FKTHS	95.5%	2.7%	1.6%	0.07%
7.	JPGADM	98.8%	0.98%	0.21%	0.03%
8.	SKTB	95.7%	3.6%	5.84%	-
9.	NTGB	93.9%	2.9%	-	-
10.	SLGV	95%	4.95%	-	-
11.	DNSL	97.4%	2.55%	-	0.9 %
12.	JPLH	92.8%	3.32%	3.9%	-
13.	DNB	98.6%	1.4%	-	-
14.	DNG	98.4%	1.6%	-	-
15.	JMJG	82.1%	1.6%	-	16.33
16.	MTGHS	72.4%	5.42%	1.13%	21%
17.	SLGBK	96.6%	3.33%	-	0.09%
18.	JPGMN	96.4%	-	-	3.6%
19.	HPBV	90%	5.0%	5.0%	-
20.	RKSM	95.4%	3.8%	0.38%	0.42%
		$\bar{X}=94.56\%$	$\bar{X}=2.7\%$	$\bar{X}=2.1\%$	$\bar{X}=5.4\%$
		n=20	n=19	n=9	n=8
		H.V.=99.8%	H.V.=5.42	H.V.=5.84%	H.V.=21.0%
		L.V.=72.4%	L.V.=0.20%	L.V.=0.13%	L.V.=0.03%
		'R'=27.4	'R'=5.22'	'R'=5.71	'R'=20.97

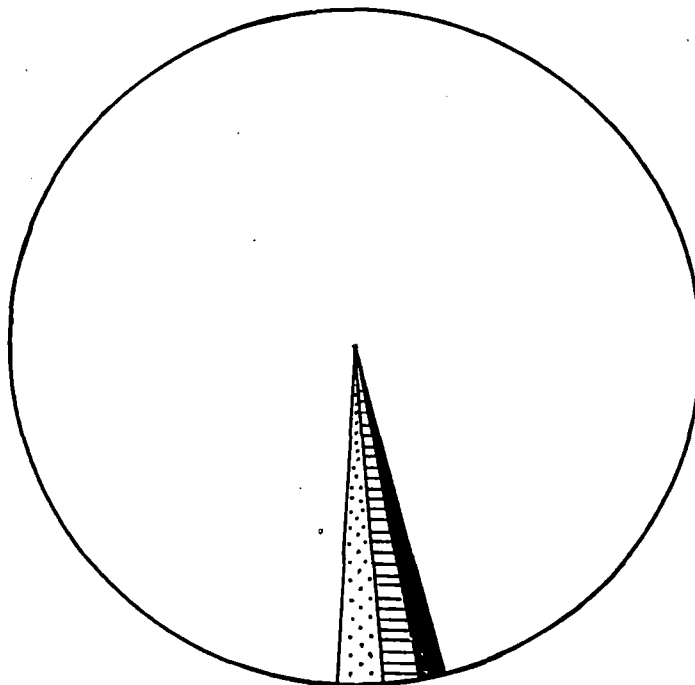
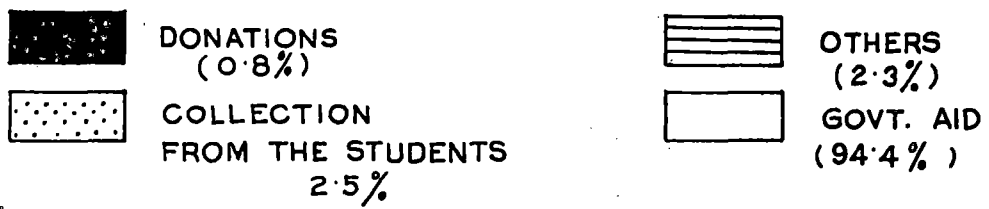


Fig - 1  
SOURCES OF INCOME

Table-III

## Break-up of Expenditure

Sl.No.	School Code	Salary Component	Recurring Expenditure	Capital Expenditure	Total Expenditure/student
1.	JPGSNLA	23.53%	0.52%	75.96%	3657
2.	SLGNIL	96.90%	3.10%	0.00%	1214
3.	JPGHS	97.21%	1.26%	0.84%	1432
4.	KVT	49.23%	49.25%	1.55%	3555
5.	SLGBH	97.22%	2.78%	1.16%	1851
6.	FKTHS	95.64%	0.28%	0.34%	1163
7.	JPGADM	44.62%	0.10%	0.00%	2275
8.	SKTB	95.78%	3.05%	1.17%	1787
9.	NTGB	96.00%	0.43%	0.00%	1400
10.	SLGV	96.00%	1.90%	2.10%	1111
11.	DNSL	97.92%	1.25%	0.83%	1337
12.	JPLH	98.84%	0.25%	0.00%	1117
13.	DNB	98.72%	1.27%	0.00%	2064
14.	DNG	99.44%	0.56%	0.00%	1723
15.	JMJG	82.61%	0.10%	17.29%	1521
16.	MTGHS	76.61%	0.00%	23.39%	842
17.	SLGBK	98.18%	2.27%	0.09%	1258
18.	JPGMN	97.28%	2.72%	0.00%	1866
19.	HPBV	93.26%	6.74%	0.00%	257
20.	RKSM	96.73%	3.27%	0.00%	1083
		$\bar{x}=75.71\%$	$\bar{x}=4.10\%$	$\bar{x}=6.24\%$	$\bar{x}=1626$
		n=20	n=20	n=20	n=20
		H.V=99.44	H.V=49.23	H.V=75.96	H.V=3657
		L.V=23.53	L.V=0.10=L.V=0.09		L.V=257
		'R'=95.91	'R'=49.13	'R'=75.87	'R'=3400

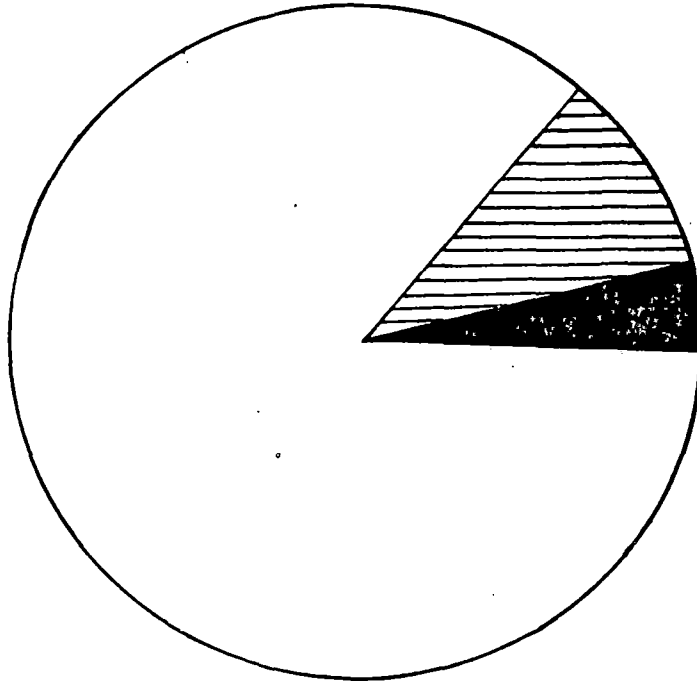
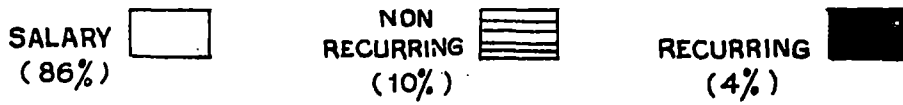


Fig. 2.  
- BREAK - UP OF EXPENDITURE -

It can be observed well from the enclosed pie-diagram that majority expenditure is spend towards salary, while very little amount is spent on educational development etc.

While we turn to calculate total expenditure per student we find broad divergence among the schools. As it varies between Rs.257/- to Rs. 3657/-, the average expenditure per student being Rs.1626/-. This difference is due to the disparity in number of teaching staff and number of students. As we have observed in earlier chapters that there are schools with teacher student ratio of 1:30 and also there are schools with 1:100 teacher-student ratio. If this disparity cannot be removed we are bound to come across schools where expenditure per student is more than 3,500 and the schools where <sup>it</sup> is  $\frac{1}{4}$ th of this. Hence, proper assessment of fund requirement of a school should be made. More funds should be allocated to schools who do not have minimum infrustructural facilities than those who are already well established. The rational yardstick for assessing fund requirement could be the number of students.

#### IV

#### A CASE FOR FINANCIAL VIABILITY

In the course of our study, we have observed that most of the schools are suffering from acute shortage of

Table-IV

## Fund Deficit of the Schools

Sl.No.	Abbreviated School Names	Income from own Sources <sup>1</sup> (as % of total Income)	Deficit(%)
1.	JPGSNLA	1.11	98.89
2.	SLGNIL	3.20	96.80
3.	JPGHS	0.20	99.80
4.	KVT	0.90	91.10
5.	SLGHS	2.80	97.20
6.	FKTHS	4.37	95.63
7.	JPGADM	1.22	98.78
8.	SKTB	9.44	90.56
9.	NTGB	2.90	97.10
10.	SLGV	4.95	95.05
11.	DNSL	2.64	97.36
12.	JPLH	7.22	92.78
13.	DNB	1.40	98.60
14.	DNG	1.60	98.40
15.	JMJG	1.60	98.40
16.	MTGHS	6.55	93.45
17.	SLGBK	3.42	96.58
18.	JPGMN	3.60	96.40
19.	HPBV	10.00	90.00
20.	RKSM	4.60	95.40

1 Income from own sources includes: collection from students, donations and misc. income e.g. sale of forms etc.

funds which stood in their way for further development. Till today, all most all the schools (except the private schools) rely exclusively on government funding and they have no other sources even for funding their developmental programmes as they cannot charge tuition fees from the students. Each student is required to pay fifty to one hundred rupees only per annum. The salary deficit is borne by the Government and a school can hardly generate 1% to 5% of its total requirements, thus running on 95% to 99% deficit on account of total funds required. (Table-IV).

In order to make these institutions financially viable they should be allowed to try to stand on their feet through raising finance from own sources. Those students who can afford to pay should pay tuition fees and other charges. The poor students should only be allowed to reap the benefits of free education and they should get weiver from paying any charges or fees. The schools can also accept donations from private sources such as businessmen, industrial houses and other persons of the society as none of them can deny their obligations towards the society.

Thus, the schools should be allowed to move towards self- financing scheme, as far as practicable, by which they can finance their developmental programmes which they are unable to undertake at present due to shortage of funds. This attempt will make themselves viable, not only on the financial front but also will help them to offer better educational facilities to their students<sup>6</sup>.

NOTES AND REFERENCES

1. Chakraborty , S.B., An Exhaustive Head Masters' Manual, (Calcutta: B.B.Kundu & Sons, 1992) pp.93-95.
2. Banerjee, B., Cost Accounting, (Calcutta: World Press, 1985), p.580.
3. Source, Chakraborty, S.B., *ibid.*, p.760
4. Source, *ibid.* pp.760-770.
5. See, *ibid.*, p.93.
6. For a detailed discussion <sup>on</sup> Educational Finance, See, Nanda, S.K. Indian Education and Its Problems Today, (New Delhi: Kalyani Publishers, 1982), pp. 376-379.
7. See, Henry C. Adams, The Science of Finance (New York: Holt, Rinehart & Winston, 1899), p.109.
8. John W.Twents, Budgetary Procedure for a local School System (Montpelier, Vt. : Capital City Press, 1922).
9. Roe L. Jotins and Edger L. Morphet, Planning School Finance Programs (Gainesville, Fla.: National Educational Finance Project, 1972).
10. William H. Curtis, Educational Resources Management System Chicago: Research Corporation of Association of School Business Officials, 1971), pp.91-97.
11. Johns, Roe L., et.al. The Economics and Financing of Education (N.J. : Prentice-Hall, 1983).

---

---

CHAPTER - V  
PERSONNEL ADMINISTRATION

---

---

## I

## INTRODUCTION

In most of the organisations the problems of getting the competent relevant persons, retaining them, keeping up their motivation and morale and helping them to both continuously grow and contribute their best to the organisations are now viewed as the most critical problems and educational institutions are not exception to this. Thus human resources are an organisation's most important asset. Hence, they need to be understood in their proper perspective and utilised effectively to achieve the goals of an organisation.

## QUALITIES OF A TEACHER

1. ACADEMIC QUALIFICATION.
2. DEVOTION TO PROFESSION.
3. THIRST FOR KNOWLEDGE.
4. ORAL AND WRITTEN EXPRESSION.
5. PHYSICAL AND MENTAL HEALTH.
6. SYMPATHY FOR STUDENTS .
7. GOOD NATURE AND APPEARANCE .
8. IMPARTIALITY .
9. HONESTY .
10. STRICTNESS .
11. PUNCTUALITY .
12. GOOD MANNER .
13. REASONABLENESS .
14. ENTHUSIASM .
15. SELF CONFIDENCE
16. MATURITY AND SINCERETY .
17. GOOD CHARACTER .

Fig . 1

In consonance with the changes in the social climate, values and norms, changes are also witnessed in the persons who join the organisation to day. Their expectation are different, they have different values and norms and so on<sup>1</sup>. Hence they need careful handling so that they can be effectively utilised so as to achieve an institution's prime objectives. Otherwise, while these can be great assets to the organisation, they become problems, if the institution is not able to manage them properly. The management process is made-up of four steps embracing the "People" dimension : "getting them, preparing them, activating them and keeping them"<sup>2</sup>. This chapter deals with these aspects of human resources - comprising of mainly the teaching staff who are the prime assets of any educational institution. This chapter deals with important aspects of personnel management like :

I. MANPOWER PLANNING

II. RECRUITMENT AND SELECTION

III. COMPENSATION

IV. PERFORMANCE APPRAISAL

V. JOB SATISFACTION

## II

## MANPOWER PLANNING

Like other organisations Manpower planning is also of crucial importance in case of schools as such planning helps assessing exact requirement of teachers and other staff. This is helpful because both overstaffing and understaffing is detrimental to the interest of an institution. If there is over staffing, i.e. if the number of teachers are more than the actual requirement then there will be idle time for them, thus resulting in higher paybill, lower output etc. On the contrary, if the number of teachers are less than what is actually required, then the teachers will be overburdened taking excessive loads, the resultant effect being lack of interest, absence of proper attention, continued dissatisfaction and deterioration in teaching quality. Hence, the actual requirement should be properly assessed so that the negative effect of overstaffing and understaffing can be avoided. It may be mentioned here that our survey shows that some schools have one teacher per hundred students and some schools having one teacher per thirty students. This is the out come of either absence of manpower planning system or ineffective manpower assessment procedure. Though there is an uniform principle termed as "Staff Pattern" governing the staff requirement in schools but in reality the same is not

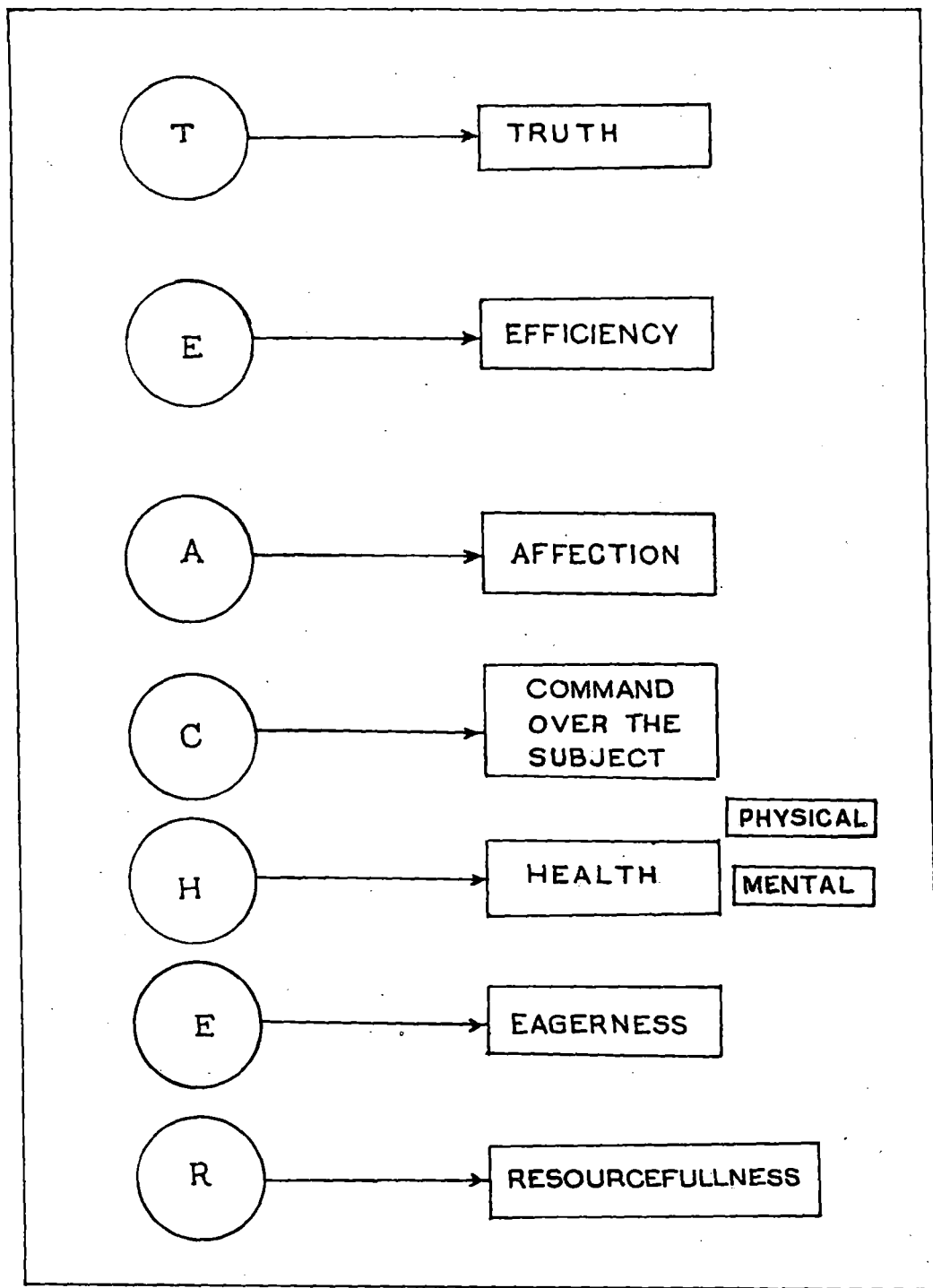


Fig. 2

uniformly followed and that is why in some schools we find one teacher teaching one hundred sixty students in one section while in some schools one teacher teaching hardly 30-40 students in a class. This disparity has cropped up mainly because of the following reasons :

1. Administrative inefficiency
- ii. Absence of or ineffective manpower planning procedure(Staff Pattern)
- iii.No scope for transfer of teachers from one school to another.

The existing pattern of estimating teacher requirements in any school is shown in Annexure I. It is observed that the above form of estimation is completely dependent on the number of units/section in any school. This ignores the total student strength in a school. How it can be possible for any school to split a large section into normal unit size and carry on for three consecutive years without extra hands just for making a claim for additional posts, and this practice has resulted in disparity like one school having 687 students has 24 teachers while another school having 1600 students has got 16 teachers only. Hence a proper system of estimation of manpower should be evolved so that both the teachers and students do not suffer due to shortage of teaching staff. If due to financial crisis, the government is

not in a position to sanction or appoint new teacher in schools where there is shortage, it can easily make an attempt through introducing transfer policy. In doing so the Government should work out a workable teacher-student ratio and then estimate the number of teachers required for a school. It may not be possible to follow a Teacher-pupil Ratio of 1:29 or 1:30, however, a teacher student ratio of 1:50 may lessen the burden of teachers working in a school having 1:75 or 1:100 teacher-student ratio, thereby helping improving the teaching quality in those schools. Bringing the teacher student ratio to 1:50 in a school where the present ratio is 1:30 would be marginal, as for bringing parity among schools this may not be too much sacrifice<sup>3</sup>.

### III

#### RECRUITMENT AND SELECTION

After estimation of the required number of teachers as per the existing staff pattern as outlined above the next step is to get the posts approved by the appropriate authority. The next step is to recruit new staff to the posts so sanctioned. There is a formal guideline governing the recruitment and selection of teachers which can be summarised

as under :-

First, prior permission of the District Inspector of school(Secondary Education) against sanctioned post is necessary for all appointments of teachers and non-teaching employees in non-government secondary schools (including Madrashes of secondary type).

Secondly, names of qualified candidates as per permission are obtained by the Managing Committee or the administrator of the school as the case may be from the district Inspector of schools(S.E.) out of lists of :-

- a. approved surplus staff
- b. dependants of members of approved staff who died in harness ;
- c. physically handicapped candidates.

In the event of non-availability of such names or inability of the M.C. or administrator to absorb such candidates, names of candidates are then obtained from the respective local employment exchanges and even if suitable names from employment exchanges are not available, then the M.C. or administrator invite applications through open advertisement. As per the guideline interview letters are required to be sent to the candidates under registered post and the record is required to be maintained in respect of those<sup>4</sup>.

The composition of the selection committee which will be appointed by the M.C. to hold interview for selection

of teachers and non-teaching staff is as under<sup>5</sup> :

For teaching and non-teaching staff :

1. Secretary/Administrator
2. Head of the Institution
3. One Teachers' Representative
4. One nominee of the Panchayat(for rural areas) for urban areas another member of the M.C. other than teachers' representative or N.T.R.
5. Subject Expert(for teaching posts only).

For Head of the Institution :

1. Secretary/Administrator
2. Sitting head of the institution, if any, otherwise it will remain vacant.
3. One nominee of the Panchayat(for rural areas) for urban areas another member of the M.C. other than T.R. or N.T.R.
4. External Expert<sup>6</sup>.

However, the selection for the permanent posts for the central schools are done by the regional centres of the "Kendriya Vidyalaya Samgathan". Though, at the school level, only adhoc post can only be filled up. The composition of the Appointment committee constituted by the V.M.C. at the school level for adhoc posts only is as under :

1. Chairman of the Vidyalaya Managing Committee

2. Principal of the school concerned
3. One member of the V.M.C.
4. One subject expert
5. One T.R.

The guideline for selection of teachers in non-govt. aided schools also supports the rule of natural justice. One of the important rules of natural justice "Nemo judex in causa sue". Selection procedure consists of two steps, viz. preliminary screening and interview. Final selection is made on the basis of the following factors :

- i. Academic qualifications of candidates
- ii. Extra-curricular activities
- iii. Performance at the interview/Demonstration lesson.

The selection of teachers in government schools is done by the West Bengal Public Service Commission.

(ANNEXURE-II gives the details regarding weightage of the above items).

#### IV

#### COMPENSATION

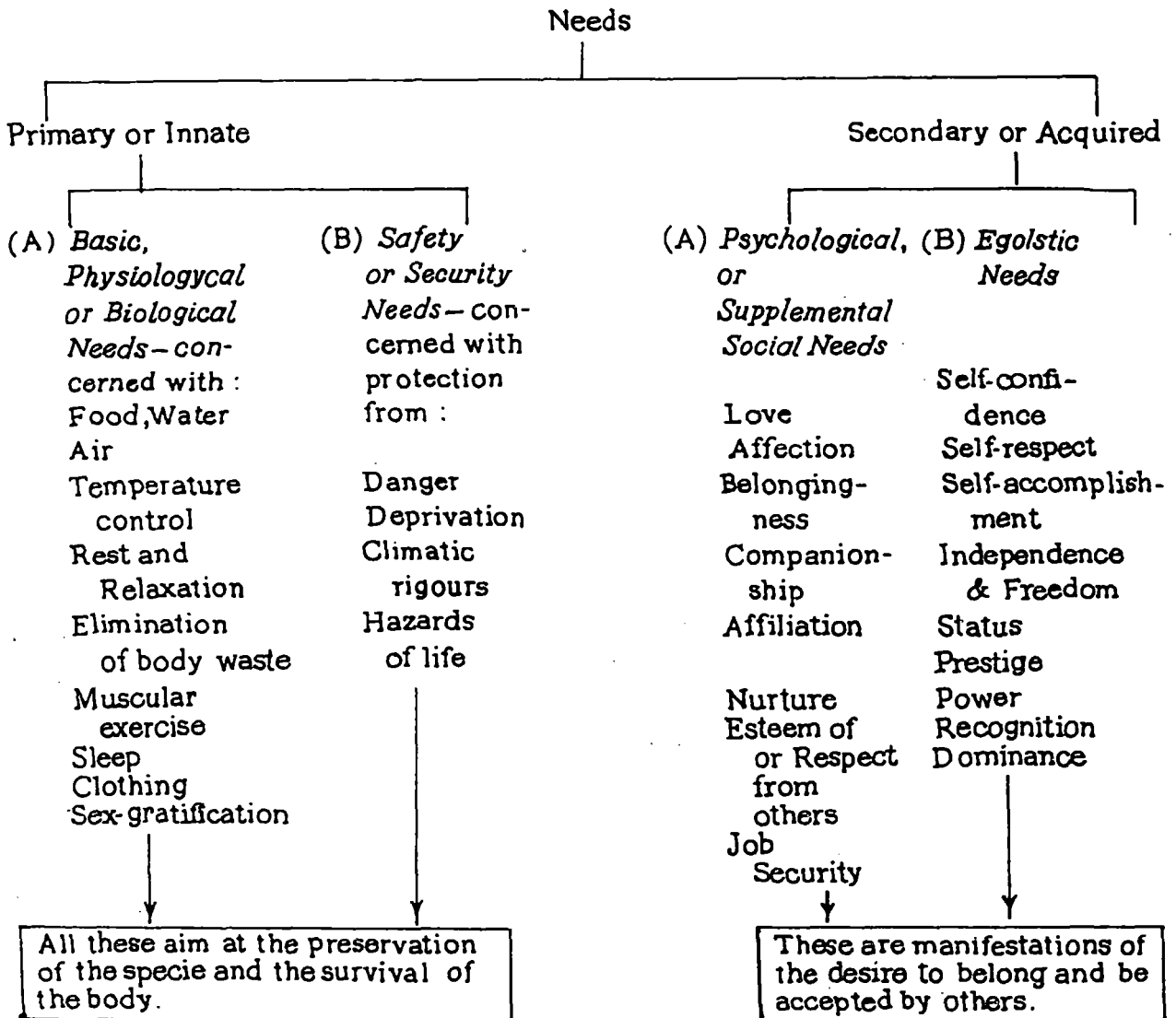
If any one is urged why he/she works there are every chances that they will say to make money. Truly speaking men and women want more from their jobs then just a wage or salary

yet this is a basic need. Even teachers who may be willing to accept less take home pay for more on-the-job satisfaction, consider relative pay as highly important. For example, a Professor may be fairly unconcerned about the fact that he earns less than a clerk, but still he may become annoyed if one of his colleagues who is less qualified than him or do not have equal researsh publication by him gets a salary increase while he does not. "Pay provide more than a means of satisfying physical needs - it provides recognition and a sence of accomplishment". Inequalities in salary are among the most dangerous sources of friction and low morale in an organisation<sup>7</sup>. Thus, by reducing inequalities among the employees' earning, a good salary administration programme increases individual morale and reduces intergroup friction. It also save salaries to attract qualified and satisfactory teachers and motivates them to work for pay increases and promotions and reduced employee grievance.

The salary structure for the teaching and non-teaching employees of the schools in West Bengal since 1955 is provided in Annexure-III.

Though the present compensation package does not allow a teacher or a supporting staff working in the schools in West Bengal to live in starvation, however, the present compensation package is not comparable with any other profession. As revealed by our survey and through interview of

## CLASSIFICATION OF NEEDS



Source : Mamoria , C.B. , Personnel Management .

( Bombay : Himalaya Publishing , 1982 )

Fig. 3

teachers, we have come across the following defects in the existing pay and benefits prescribed for teachers in schools :-

i. The take home pay of the teacher consists of only the basic pay, Dearness allowances, House rent allowance and Medical allowance and this much a teacher gets throughout his service life. It is surprising that an ailing teacher will have to try for cure at Rs.30/- a month only (at present the medical allowance is Rs. 30/- per month). This does not even cover the doctor's fees. The only alternative remains to him to surrender to his fate. There is no such provision for group medical insurance or alike whereas the medical benefits provided in other sectors and in central services is unmatchable.

ii. Benefits like leave encashment, leave travel concession house building loan facilities, vehicle loan facilities, educational facilities for the wards will remain a dream for ever for the employees of educational institution in West Bengal.

iii. A teacher, desirous of prosecuting further studies (e.g. doctoral or post-doctoral research) or undertaking any project which may contribute to the existing knowledge, hardly gets any such scope as there is no provision for with pay study leave for school teacher. How a teacher can dare to think of developing him/her without any pay.

iv. There is no reward system for dedicated, efficient and experienced teachers. As giving National awards to a very few number of teachers hardly serves any purpose.

v. There is no promotion facilities, nor there is any senior scale prescribed for senior teachers, which compels a person entering the school as an assistant teacher shall have to retire with the same rank and designation. How frustrating it is for a human being to gulp in a situation where he/she has to swallow what he is given as he is allowed to born and die alike.

Like other sectors there is no bonus scheme or ex-gratia for the school employees.

Therefore, in order to make the education system efective and tone up the teaching standard, well planned compensation package should be drawn up. Formulation of a sound compensation policy requires adoption of a job evaluation programme. In addition to job description and job evaluation, the following factors are usually to be considered for a proper salary administration :-

1. Government's ability to pay
2. Supply and demand factors
3. Cost of living
4. Living wage
5. Contribution
6. Bargaining power of the concerned association

7. Job requirement

8. Psychological and Sociological factors.<sup>8</sup>

## V

### PERFORMANCE APPRAISAL

In our country, hardly there is any form of performance appraisal system in educational institution. Neither there exists any reward for better performance nor there is any punishment for poor performance. Also there is no scope for any promotional avenues for school teachers. Lack of these things resulted in lack of motivation, initiative, morale or attempt in improving the performance. Persons having higher competencies become frustrated within very short time of entry into this profession because they find themselves in an atmosphere where persons with various level of capabilities/qualities are treated at par. This is one of the major reason for the deterioration in the values, morale, ethics in the present day education system. The present day policy makers generally ignore these aspects while formulating educational policy and as such hardly there is any attempt from any corner to bring back ancient glory education in India. The educational sector, therefore, should be treated alike other sectors in our economy and serious thought must be given so that teachers are well motivated, well compensated, attempting performance improvement. It must be ensured that

talented people and persons having academic bent of mind are attracted to this profession. For this, every effort must be made to reshape our educational policy and system, so that there is scope for survival of the fittest only.

## VI

### JOB SATISFACTION AMONG TEACHERS

The Industrial Revolution has done wonders to make life easier for all of us, but at serious cost in terms of the rewards and enjoyments that individuals derive from their jobs. The major question that confront us today is - 'How important as source of satisfaction is one's job compared with other means of satisfaction available in life ?

If we categorise needs in terms of the means by which they are satisfied we find :

- \* OFF THE JOB SATISFACTION:      SATISFACTION DERIVED AWAY FROM THE JOB
- \* AROUND THE JOB SATISFACTION      SATISFACTION DERIVED THROUGH HAVING A HAPPY SATISFYING WORK ENVIRONMENT AROUND THE JOB
- \* THROUGH THE JOB SATISFACTION OR INTRINSIC SATISFACTION      SATISFACTION OBTAINED ONLY THROUGH THE PROCESS OF WORKING

When a job is satisfying or what are the determinants of job satisfaction is the basic quarry now-a-days. Previously, the answer was very simple : a job was satisfying when there was a match between the characteristics of the job and the needs of the individual. Now the determinants of satisfaction are more complicated than the previous ones<sup>9</sup>. The determinants of job satisfaction or whether any one is satisfied with his/her job depends on the following factors<sup>10</sup>:

- a. Expectation;
- b. Social Norms
- c. Input/Output
- d. Priming Relations
- e. Self Evaluation
- f. Social Comparisons
- g. Commitment

Like any other organisation the growth and prosperity of educational institution also largely depends on its man-power. Thus, job-satisfaction among the teachers (who are generally considered to be the preparers of the future generation) is no less an important factor in view of the gigantic task they are required to perform for the society. Teacher is an important and powerful factor in our environment. Hence, it is important to know and give due weightage to a teacher, his needs, wants, qualifications, emotional set up. While expectations are very high from a teacher. Now-a-days, a teacher has to meet with numerous situations in his day to day life which disturb his/her mental health. Mentally unhappy or maladjusted teacher breeds

DETERMINANTS  
OF  
JOB SATISFACTION

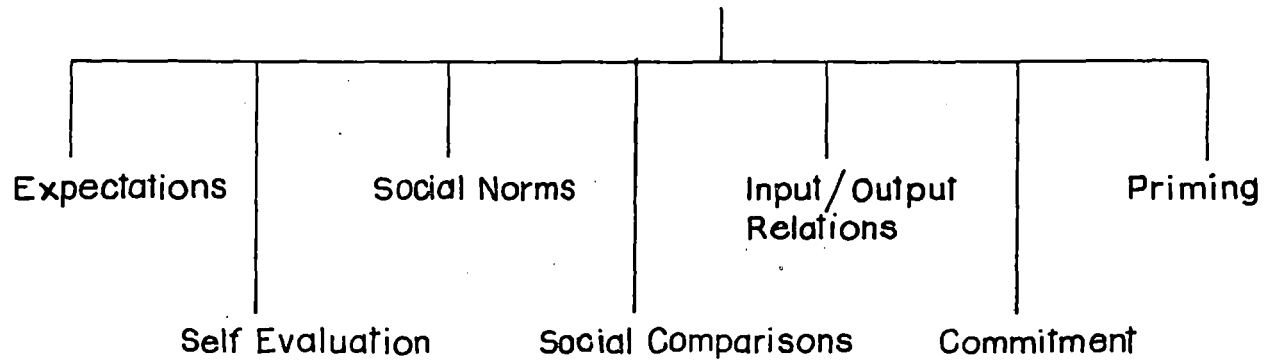


Fig. 4

discontent and dissatisfaction amongst his students. The specific causes of frustration in these days are :

- a. Increasing demands on teachers' time.
- b. Restrictions on social life.
- c. Clash between ideas and practice.

d. Forces creating tension and maladjustment like : the State, the Managing body, the Parents and the Society in general<sup>11</sup>. This section analyses the results of a survey of job-satisfaction among a sample of one hundred school teachers. The sample can be classified as under ;

Table-I

According to Age

Age in years	No. of respondents
Below 25	00%
25 - 35	29%
35 - 45	30%
45 - 55	31%
55 - 60	7%
60 years and above	3%
Total:	100%

It can be observed that more than 60% teachers covered in the sample belong to the age group of 35-55 years, while 29% teachers belong to the age group of 25-35 years and 7% are at the verge of retirement and 3% are on re-employment.

Table II

According to Educational Qualification

Educational qualifications	No. of respondents
Graduation(B.A/B.Sc./B.Com)only	6%
Only Hons. graduate	1%
Hons. graduate with B.Ed. only	6%
B.A/B.Sc./B.Com with B.Ed./P.T/ P.G.B.T. only	39%
M.A./M.Sc./M.Com.	8%
M.S/M.Sc./M.Com with B.Ed/P.T./ P.G.B.T.	33%
M.A./M.Sc./M.Com. with Ph.D./LLB	6%
Others degree(M.P.Ed. etc.)	1%
Total:	100%

On the basis of the qualifications highest number of teachers(39%) are trained graduates while the number of trained P.G. teachers is 33% and teachers having higher qualifications like Ph.D. are only 6%.

Table-III

According to Remuneration

Remuneration (P/M)	No. of teachers
Below Rs. 3000/-	6%
Rs. 3000/- - Rs. 4000/-	49%
Rs. 4000/- - Rs. 5000/-	34%
Rs. 5000/- - Rs. 6000/-	10%
Rs. 6000/- & above	1%
Total:	100%

Table III indicates that: nearly half of the teachers(49%) are getting a monthly remuneration of Rs.3000-4000, while 34% of the teachers are getting Rs. 4000-5000 per month and 10% of them are getting Rs. 5000-6000 per month.

Table-IV

## According to Experience

Experience	No. of respondents
Below 5 years	8%
5 - 10 years	32%
10 - 15 years	15%
15 - 20 years	11%
20 - 25 years	12%
25 - 30 years	14%
30 - 35 years	6%
35 - 40 years	2%

On the basis of experience, we find that 40% of the teachers have less than 10 years experience, while 25% of the teachers have 10-20 years experience, and the number is same for the teachers having 20-30 years experience, while 60% of them have got about 40 years of experience.

Table-IV.1

Family background	No. of respondents
Healing from teacher family	57%
Not healing from teacher family	43%
Total	100%

Table IV.2

Parental Occupation	No. of respondents
F Businessman	26%
A Agriculturist	10%
T Teacher	25%
H Govt. employee/other service	29%
E Pleader/Doctor/Engineer	10%
R	
M House wife	98%
O Teacher	02%
T Govt. employee/Other service	00%
H	
E	
R	
Total:	100%

57% of the above described teachers have their family member/s is/are in teaching profession (Table: IV.1). If we turn towards parental occupation (Table IV.2) of respondents we find that their fathers' occupation are/were service (2%), business (26%), teaching (25%). Almost all (98%) of their mothers are/were house wives.

Table-V

Reason for choosing teaching job	No. of respondents
Liked the profession as a noble one	62%
No. other job available	20%
Family influence	14%
Others	04%
Total:	100%

The result of the survey among the above described teachers can be summarised as under. When asked about the reason for choosing teaching job, 62% of the teachers replied that they like the profession as a noble one, while 20% joined the teaching career because no other job was available to them. 14% of the teachers replied that there was family influence on them for choosing teaching as a profession, while

only 4% of them chosen these career as they were convinced by some other. Thus, it appears from the above results that 38% of the teachers did not join/chosen the present job of school teacher at their own. Hence, it can obviously be commented that these teachers who joined this profession because of either non-availability of any other job or family influence or so, will not have the level of satisfaction at par with the rest 62% of the teachers who voluntarily opted for this job. This is so because the level of expectation would be different in these two classes of teachers.

Table-VI

Satisfaction of the respondents	No. of respondents
Very satisfied	41%
Somewhat satisfied	38%
Not to satisfied	15%
Not at all satisfied	06%
<b>Total:</b>	<b>100%</b>

It has also been observed (Table-VI) that not even 50% of the teachers are not very satisfied with their job while only 38% of the teachers are not fully satisfied with their job and 15% of the teachers are not too satisfied with

their job. Though very little in number, it is painful to observe that 6% of the teachers are not at all satisfied with their job. On further classification we can comment that out of one hundred teachers 21% are not satisfied with their job and the schools in this districts are running only with 79% satisfied teachers. When they were asked if they have to decide all over again whether to take the job they now have, what would have been their decision, 63% of the teachers responded that they would decide to take the same job without hesitation, while 25% of them would have some second thought. Surprisingly, 12% of the teachers answered that they would decide definitely not to take the same job.

Table-VII

Future attitude towards the job	No. of respondents
Decide without hesitation to take some other job.	63%
Have some second thoughts	25%
Decide definitely not to take the same job.	12%
Total:	100%

Table-VIII

Respondents' opinion to encourage others of taking teaching profession	No. of respondents
Strongly recommend	72%
Advice against it	05%
Have doubts about recommending it	23%
Total:	100%

Further, they were also asked as to what would be their opinion in encouraging other to accept teaching as a career, the answers however were satisfactory as majority of the teachers(72%) would strongly recommend to accept the teaching job, while 23% would have doubts about recommending it and only 5% would advice against it.

Table-IX

Attitude of respondents after offering him/her enough money for passing the life comfortably and advising to take rest.	No. of respondents
Would continue to work	85%
Would not continue to work	15%

It can be observed that even if they were given enough money so as to live comfortable for the rest of their life, 85% of the respondents would continue to work and the rest 15% would not continue to work. But one should not be very optimistic about the fact that quite a large number of teachers would continue to work as this is not an indicator of their satisfaction with the job (as we have observed in Table VI that not even 50% of the teachers mentioned that they are very satisfied with their job). They would continue to work not because of the fact that they are satisfied with their job but also for the fact that they want to remain in work or want some engagement or due to lack of other avenues.

When the teachers were asked to indicate specifically whether they are satisfied or not with their compensation, amenities working environment etc., their responses were as under :

Nearly 60% of the teachers are not satisfied with the amenities provided to them and the working condition in which they are required to work, while nearly 88% of the teachers are not dissatisfied with dealing either of their colleagues or with their superiors, 80% are satisfied with their job responsibility, while dissatisfaction with compensation package is among 30% of the teachers (Table : X).

Table-X

Satisfaction of Teachers	No. of respondents	
Pay	Yes	70%
	No	30%
Amenities	Yes	41%
	No	59%
Working Condition	Yes	40%
	No	60%
Job responsibility	Yes	80%
	No	20%
Dealing with colleagues	Yes	88%
	No	12%
Dealing with superiors	Yes	87%
	No	13%

All the teachers in the sample were also asked to indicate the problems/difficulties experienced by them in their assignment and they were also asked to offer their suggestions/steps in correcting those problems. Their opinions are summarised in Table XI and Table XII.

Table-XI

Problems mentioned by the teachers	No. of Teachers
Complaining about Examination System	7%
Complaining about Academic Environment	13%
Complaining about Inadequacy of Teaching Staff	11%
Complaining about Inadequacy of Teaching Materials	18%
Complaining about Poor Quality of Students/ Indiscipline of students	14%
Complaining about Arrnagements such as Class room, Sitting Arrangement of students.	5%
Complaining about present Education System/Policy	6%
Complaining about Present Syllabus	8%
Complaining about Undue Political interference	12%
Complaining about Amenities/Pay/Other Benefits/ Irregular disbursement of Salary/Leave/Medical etc.	12%
Excessive Number of Students in a Class thus making proper teaching impossible.	18%
Improper working condition	6%
Inadequacy of Student Amenities & Recreational facilities	7%
Private Tuition	2%
Insufficient Inspection by Appropriate Authority	3%
Inadequate Accommodation	15%
Excessive Work Load	5%
Lack of consciousness on the part of the guardians	3%
Absence of Harmonious Teacher-Student relation	4%

Table-XI Contd...

Absence of Discipline	3%
Uncertainty as to Post-Retirement benefits	1%
Complaining Against Inefficiency of Superior	3%
Non-mention of any Problem	15%
Don't like to comment	11%

Table-XII

<u>Solutions suggested by the Teachers</u>	<u>No. of Teachers</u>
Building up Team Spirit	1%
Opening of new schools	2%
Recruitment of More Teachers/Non-Teaching Staff	14%
Merit-based teacher selection	5%
Free from political influence	12%
Arrangement for More Funds	7%
Removal of Irregularity as to payment of salaries	5%
Arrangement for More Teaching Aids	5%
Provision of facilities like medical reimbursement, Earned Leave, L.T.C. etc.	5%
Bifurcation of co-education schools	2%
Reduction of section size	7%

Contd.....

Table-XII Contd...

---

Efficient Administration	2%
Providing Sufficient Accommodation	5%
Modification of the syllabus	5%
Discipline in the School	6%
Introduction of Teachers Promotion Policy	2%
Improvement of Working conditions	3%
Curtailling vacations/holidays & thereby increasing working days	3%
Introduction of More Scientific Syllabus	2%
Scientific routine for teaching	1%
change of Examination System	5%
Co-operation & alertness of guardians	5%
Better Educational Environment	13%
Implementation of proper co-curricular activities	2%
Establishment of School Service commission	3%
Introduction of Tutorial Classes	2%
Regular Inspection by the Inspectors	5%
Don't like to comment	11%
No Suggestion	15%

---

The respondent teachers complained about various problems and it has been observed that 18% of the respondent

teachers complained about the excessive number of students, 15% of the teachers mentioned about the insufficient accommodation for the students in a class, which in their opinion makes proper teaching impossible, while 14% of them complained about poor quality of students and inadequacy of teaching materials, 13% of the teachers complained about the deterioration in the academic environment, 12% of them have problems with the increasing political interference in the activities of the school and similar number of teachers expressed their dissatisfaction regarding irregular disbursement of salary and absence of adequate benefits(e.g. L.T.C., medical reimbursement etc.), 11% of the teachers mentioned about the shortage of teaching staff in their schools. Of them, 26% either mentioned that they do not have any problem or would not like to mention any problem and hence they did not like to offer any suggestion. Of the various suggestions advanced by the teachers, there are two proposals which are supported by more than 10% of the teachers. They are recruitment of more staff(teaching) and keeping the school activities free from political interference.

## VI

### HUMAN RESOURCE DEVELOPMENT IN EDUCATION

Education itself is a human resource development process. Hence, when we speak about human resource development

in education, we refer to the development of those human resources who are involved in education - i.e. teachers, headmasters, principals, non-teaching staff, heads of university departments, vice-chancellors, educational administrators at the local, district, state and central levels, planners and policy makers. Development of all these persons is important as the effectiveness of education depends upon how effectively they perform their respective roles. Due to the changes in the social environment, changes have also been witnessed in their competencies, needs and the knowledge base. Such a dynamic and changing environment necessitates an equally or even faster developing personnels to cope with it. Therefore, there is a growing need to develop continuously the competencies of the human resources invoved in education.

In educational institutions, persons at different levels performing different roles require different level of competencies in order to be effective in their roles. The competencies necessary for teachers are generally considered as subject matter competencies and pedagogic skills while the Headmaster of a school require more sophisticated competencies than that of a teacher. As, in addition to the knowledge of subject and pedagogic skill, he is required to be a leader, initiative taker, innovator, institution builder, manager etc. The competency requirement of the district level officer(D.I.s) or the state level officer e.g. D.S.E. is much

higher as he is required to deal with a large number of institution and guide them. He must have familiarity with the region/State and its educational problems, should be able to guide the heads of a large number of institution, monitor school performance, suggest innovative scheme to the school, establish management system to keep information. Since all these roles are equally important for the effectiveness of the education system. It becomes imperative to ensure the continuous development of human resources performing these roles.

More often, training has been used as the only mechanism for developing educational personnel while other mechanisms of H.R.D. have so far been ignored. It cannot be ignored that training only cannot help developing complex capabilities. For example, subject matter competencies in teaching can easily be developed through class room instruction but teaching skills cannot be developed through the same way and which has to be gained by actual practice. Likewise higher level competencies required by the headmaster/principals D.Is./D.S.Es. cannot be developed in the class rooms alone rather some alternative mechanism need to be explored. Experience from other sectors shows that human resources development can be effected through performance appraisal system designed to promote employee development in their current roles. Career opportunities and rewards are

considered to be very significant factors in providing a developmental climate in educational institution. One cannot deny that if climate is not conducive for development and no pressure on incentives exists for development, people are not likely to develop.

Therefore, the human resource development needs in education should be interpreted in the context of the overall development of the country and should take into account the developmental plans in other sectors. The greatest H.R.D. need in the education sector to day is to bring about a change in attitudes and systematic rigidities which should begin from the top<sup>12</sup>.

NOTES AND REFERENCES

1. See 'Foreword' by Udai Pareek in Mamoria, C.B., Personnel Management, (Bombay: Himalaya Publishing, 1982), p. ix.
2. Ibid., p, xi.
3. For a detailed discussion on Manpower Planning, See, Stranss, George and Sayles, Leonard R., Personnel: The Human Problems of Management( New Delhi: Prentice Hall, 1985), pp. 339-362.
4. Source, Chakravarty, S.B., An Exhaustive Head Masters' Manual (Calcutta: B.B.Kundu & Sons, 1982).
5. Source, Ibid.
6. For details we may refer to Memo. No.1464(16) G.A., dated 24.8.1981 of the Director of Secondary Education, issued in supersession of the direction given in his memo. No. 1066(16) G.A. dated 16.6.81.
7. Strauss, George and Sayles, Leonard R., op.cit. p.562.
8. Mamoria, C.B., op.cit. p.393.
9. For details see, Salanick and Pfeffer, An Examination of Need Satisfaction Models ..., Barry, Staw, Motivation in Organisations: Toward Synthesis and Redirection in Barry, Staw and Gerald Salanick,(eds.) New Directions in Organisational Behaviour( Chicago: St. Clair, 1977); Abraham Korman, Industrial and Organisational Psychology (Englewood Cliffs, N.N., : Prentice-Hall, 1971).
10. Strauss, George and Sayles, Leonard R., op.cit. p.17.
11. Nanda, S.K., Indian Education and Its Problems Today (New Delhi: Kalyani Publishers, 1982), pp.251-252.

12. Compiled from Rao, T.V., "Some Thoughts on H.R.D. in Education" Indian Journal of Training and Development', Vol.XVII, No. 3, 1986, pp. 135-137.
13. Relevant works on H.R.D. in Education are : Mathur, B.L., Human Resource Development in Public Sector Banks, in Mathur, B.L.,(ed.), Human Resource Development : Strategic Approaches and Experiences (Jaipur: Arihant, 1989), pp.281-288; Balchandran,S.,H.R.D. in LIC, in Towards Organisational Effectiveness Through HRD, unedited papers of the 1989 National HRD Network Conference, New Delhi, pp.226-235; Madhuri, S., et.al. 'Human Resources Development for Healthy Family and Social Welfare, Indian Review of Management and the Future, 1986:1 , pp.28-32.

## STAFF PATTERN

No. of Units for V to X	Language Group	Science Group	Social Science Group	Work Education Group
(1)	(2)	(3)	(4)	(5)
6	4	3	2	2
7	4	4	2	2
8	5	4	2	2
9	5	5	3	2
10	6	5	3	3
11	7	6	3	3
12	7	7	4	3
13	8	7	4	3
14	9	8	4	3
15	10	9	4	3
16	10	9	5	3
17	11	10	5	4
18	11	11	5	4
19	12	11	6	4
20	13	12	6	4

Source: Chakraborty, S.B., An Exhaustive Head  
Masters' Manual (Calcutta: B.B.Kundu  
& Sons, 1992).

ALLOTMENT OF MARKS

a. No Credit shall be given to the qualification other than the qualification mentioned by the D.I.S.(SE) in the prior permission and mentioned by the Employment Exchange.

b. The Selection committee shall assess those qualifications which are relevant to the post from school level and award marks. The full marks shall be allotted in three different aspects of the candidates eligibility in the following manner.

i. Academic qualification

ii. Demonstration lesson and/or oral interview

iii. Co-Curricular Activities.

iv. Chart showing the allotment of marks for academic qualification.

1. School Final or its equivalent 10 old and H.S. 20

ii. Higher Secondary(XII Class) 10

iii. Regular Honours Degree 20 Degree Pass 15

iv. B.A.(Special Honours) B.Sc.(Spl.Hons) 15

v. Post Graduate Degree 25

vi. Training(B.T., B.Ed., P.G.B.T., 20  
P.G.P.T.)

vii. Diploma/Certificate in 10

Library Science

viii	Diploma/Degree of work Education approved by government.	15
ix.	Alim	10
x.	Fazil	20
xi.	MM/MF	
c.	For appointment of Clerks marks for	
1.	Academic qualification(to be computed in the manner mentioned in the Rules in case of teachers.	40
ii.	Viva-Voce/Written Test	5
iii.	Type writing to be tested on the date of interview.	5
e.	Class IV Staff	
	Viva Voce	10
	Reading	5
	Writing	5
	Cycling	5

Marks for Degree(Pass) shall not be separately allotted in case of a Special Hons. Candidates.

- f. The percentage of marks to the total full marks obtained by the candidate in different examinations shall be computed and recorded in the score sheet. The marks to be allotted for each academic or training qualification shall be computed by multiplying the total marks allotted for the corresponding qualification by the percentage of marks obtained by the candidate in the corresponding academic or training examination.

Example: Total Marks allotted for School Final or Equivalent Examination ..... 10

Percentage of Marks obtained by the candidate in School Final or equivalent examination ..... 60%

Marks to be allotted :  $10 \times 60\% = 6$

Interview ... ..	5	5	10
Demonstration lesson in class room situation	5	5	

g. For recruitment of the Head of the Institution and the Librarian no demonstration lesson is required and as such maximum marks for interview will be 10.

Marks for general and training qualification shall be awarded for recruitment of Librarian as prescribed for the teachers.

h. Marks obtained in demonstration lesson and or oral interview shall also be recorded in the score sheet.

i. In awarding marks for Co-curricular activities one marks shall be credited for each item of the certificates mentioned below:-

i. A certificate that he/she has represented the district at the state level/or the State at National Level games and sports, issued by State Level/National Level sports authority.

ii. A minimum 'A' Certificate of N.C.C.

iii. A Diploma/Certificate in Music/Dance, Arts and Craft on completion of course of at least 2 years' duration from recognised University/Govt. recognised institution.

iv. A Certificate that he/she has shown excellence in drama, debate or recitation representing the district or State in State/National Level competition, issued by State or National.

v. A Certificate from State level authority of the St. John Ambulance or Red Cross Society to the effect that he/she has undergone Training/Course or atleast one year duration. The maximum of such marks to be credited shall not exceed 5(five). The candidates shall be required to prepare a list in duplicate of all the certificates relating to co-curricular activities, submitted by them and one copy of the list shall be signed by the President of the Selection Committee and returned to the candidates as token of receipt of such certificates or attested copies thereof.

**COMPARATIVE PAY SCALE CHART—1948-1990**  
for Jr. HIGH, HIGH, HIGHER SEC., HIGH MADRASAH & Jr. MADRASAH

Sl. No.	Qualification & Designation	1st Scale	Revised Scale w.effect from 1.4.54	Revised Scale from 1.3.57	Revised Scale 1.4.61*	Revised Scale 1.4.66*	Revised Scale 1.4.70*	Revised Scale 1.4.75*	Revised Scale 1.4.81*	Revised Scale 1.1.86*	Remarks
1.	Headmaster/Headmistress—M.A., M.Sc., M.Com., H.T. or Hon's R.T.  (i) Good Honours or Good M.A. means-II class, with 5 years' teaching experience.  (ii) Existing M.A./M.Sc. (III) with five years' teaching exp. prior to 1.3.57.  (iii) Teacher-in-charge of High or H.S.  (iv) H.M. or Jr. High/Jr. Madrasah	200-20/2-400/- (A) 175-15/2-325/- (B)  150-15/2-240/- (C) 150-10/2-200/- (D)	No change	(A) 200-10-370-15-400/-+spl pay of Rs. 25/- for Class X School. (B) Same for XI school+spl. pay of 100/- for three or more courses. Rs. 50/- for one, for two Rs. 75/-	(i) 350-10-450-15-525/- for class X school. (ii) Same Scale for XI school + spl. pay of Rs. 25/- for one course Rs. 50/- for two courses Rs. 75/- more than two courses.	Rs. 350-25-400-30-640-40- 800/- spl. pay for Class XI School-No change.	Rs. 450-25-500-30-740-40-900/- + hon. spl. pay for XI School - No Change.	Rs. 480-25-580-30-850-40-1170/- + Spl. pay of 100/- for H.S. unit from July, 1976  Spl. Pay of formerly XI class School discontinued w.e.f. 1.4.75.	Rs. 660-40-1100-50-1600/- + spl. pay of 100/- for H.S. unit. X+2.  (iii) Pay as teacher+spl. pay of Rs. 150/- or Rs. 100/- (for H.S.)  (iv) Pay as teacher according to qualification +spl. pay of Rs. 75/-	2200-80-3000-100-4000 with higher initial start at 2440/- + Spl. pay of Rs. 200 for H.S. unit  Same  (iii) Pay as teacher+spl. Pay of Rs. 150/- for X class School or Rs.200/- for XII Class School.  (iv) Pay according to qualification + spl. Pay of Rs. 150/- per month.	If the morning Section + day section of X Class School under the same administration. The H.M. shall drawn spl. pay 150/- Scale 16.
2.	Asst. Headmaster/ Headmistress (with approved Qualifications) or as per qualifications plus 5 years' teaching experience.	Pay as per qualification + allowance.	Pay as per qualification + spl. allowance : i) A..Rs. 50/- ii) B.. Rs. 35/- iii) C. Rs. 25/-	No change.	Pay as per qualification + spl allowance: (i) Class X High Rs. 35/- (ii) XI class High/ Madrasah spl. allowance Rs. 40/- for one course—Rs. 50/- for two or more courses.	Rs. 250-20-350-25-475/- + spl. allowance : No change.	Rs. 350-20-450-25-600 + spl. pay — No change.	Rs. 400-20-500-25-750-30-900-40-1020/- + No spl. pay (?) **	Pay as teacher according to qualification + spl. pay of Rs. 75/-	Pay according to qualification + spl. pay of Rs. 150/- per month.	Existing A.H.M. of class X school prior to 1.4.75 will be receiving Special pay of Rs. 70/- upto 31.3.81**  Scale as per qualifications.
	*10 year's teaching experience for future appointment, w.e. from 1.4.81. Old B. Com. (II or I st class) is not treated as relevant qualifications for the post of the heads of the Institution.				*Board's Circular No. GA/RS/34 dt. 24.4.62.	*No. 1332-Edn (S) dt. 24.12.66.	*No. 666F dt. 1.3.71.	*No. 761-Edn (S) dt. 6.9.75.	*No. 372-Edn (S) dt. 31.7.81. & Pay fixed vide No. 492 (6)-Edn (B) dt. 26.10.81.	*No. 33-Edn. (B) Dt.7.3.90 (i) Revised scale of pay shall be normally effect from 1.1.86. (ii) But revision of Pay shall be actually paid w.e.f. 1.1.88.	** In the Court of the Dist Judge, Bankura . Case Misc. Appeal No. 12 of 1982 the right in receiving special pay of Rs. 50/- of the A.H.M. of H.S. School has been upheld. The order of the Govt. in withholding the privilege to A.H.M. has been declared invalid and ultra vires

Sl. No.	Qualification and Designation	1st Scale	2nd Scale 1.4.54	3rd Scale 1.3.57	4th Scale 1.4.61	5th Scale 1.4.66	6th Scale 1.4.70	7th Scale 1.4.75	8th Scale 1.4.81	9th Scale 7.3.90	Remarks		
3.	Asst. Teachers : (A) Master's Degree Hons. with B.T. / B.Ed. Existing approved or old B. Com. Trnd Master degree with Physical Edn. / Work Edn (i) Hons. / M.A. with 5 years' teaching exp. 31.12.57. (ii) M.A. (I or II)  (iii) M.A. (III) or Spl. Hons. Trained Hons. Graduate (including Spl. Hons.). Old course B. Com. appointed before 24.12.60.	90-5/2-120-10/2-150	125-5/2-130-10/2-150	130-5-150-10-350 (with I & II) to start with 2 adv. increments.	210-10-450/- (with 2nd class start with 2 adv. increments.)	220-10-320-15-470 /- (with 2nd class start with 2 adv. increments.)	320-10-420-15-600/- (2nd class start with adv. increments).	350-20-550-25-650 -30-800-40-920(2nd class start with 2 adv. increments).	(i) 550-25-625-30-745-35-780-40-1220-50-1470/- (ii) 500-20-540-25-640-30-820-40-1260-50-1360/- (for trained Hons. graduate). 550-1470/-	1780-65-2040-80-3080-100-3780	Scale (15)  Scale (14)  Scale (14)		
			125-5/2-130-10/2-150	Do	Do	Do	Do	Do	Do	500-1360/-	1640-3635	Scale (14)	
			105-5/2-120-10/2-150	140/- (until trained)	230/- (fixed)	240/- (fixed)	340/- (fixed)	390/- (fixed)	320/- (fixed) until trained	350/- (fixed) until trained			
	(B) Bachelor's Degree with H.T./B.Ed./P.G.D. Ed./P.G.B.T./Dip. in Physical Ed./Work Edn./Hindl Teaching, Home Sc. Teacher with B. Mus. degree. Existing B.Sc. with nine months transg. from B.U. on Physics, Chemistry, Bio. Bachelor's degree with 10 years' approved teaching exp. on 31.1.51. (i) B.A./B.Sc. (Dist.)  (ii) B.A./B.Sc. with 10 years' teaching exp. and below 50 years. (iii) B.A./B.Sc./B.Com. (Pass).	75-5/2-120-10-2-150	100-5/2-120-10/2-150/-	100-5-215-10-225/- (with Dist-start with 2 adv. increments)	160-7-223-8-295/- (Dist with 2 adv. increments).	167-7-237-8-307 (Dist.No Change).	265-7-300-8-420-10-450 (Dist No change).	300-15-375-20-575 -25-700-25-750 (Dist. 2 adv. increments)	440-20-560-25-785 -30-875-35-1050-40-1170/-  500-1360/-	1420-45-1555-55-1720-65-2305-75-3130	Scale (11)  Scale (14)  Scale (11)  Scale (11)		
			80-5/2-100/- 80-5/2/100/-	100-225/- 110/- (fixed) (until trained)	160-295/- 174/- (fixed)	167-317/- 181/- (fixed)	300-750/- 350/- (fixed)	440-1170/- 400-1170/- (start at the third stage)	1420-3130				
			Do	100-220/-	160-295/-	167-317/-	300-750/-	440-1170/-	1420-3130				
			60-5/2-100	100/- (fixed) (until trained)	160/- (fixed)	167/- (fixed)	265 /- (fixed)	300/- (fixed)	440-1170/-	1420-3130			
			70-5/2-100	100/- (fixed) (until trained)	160/- (fixed)	167/- (fixed)	265 /- (fixed)	300/- (fixed)	440-1170/-	1420-3130			
	(C) Intermediate (trend), or with 10 years' exp and above 50 years' on 31.12.57. Untrained I.A./I.Sc. or B.A., B.Sc., B.Com. Part-I. Mat. / S.F. (approved) (I.A. with one subject)(existing) approved.  Mat. with VM. with 2 years' training (approved teachers) or Mat. senior trained teachers w.e. from 1.4.61. Music Teacher with certificate.	60-5/2-100	Do	70-3-118-4-150	115-3-133-4-185/-	120-5-230	220-5-350	230-5-250-7½-310 -10-400	360-10-400-15-520 -20-740-25-815/-	1200-35-1550-40-1630-50-2180-60-2360	Scale (8)  Scale (8)  Scale (6)  Scale (6)  Scale (6)		
			50-3/2-80	60-3/2-78-2-80/-	70/- (fixed)	115/- (fixed)	120 /- (fixed)	220/- (fixed)	230/- (fixed until Trained)	360-10-400-15-520 -20-740-25-815/-	1200-2360		
			Do	60-3/7-78-2-80/-	70-5/2-100	100-3-2-112-2-120	105-2-125	205-2-225	220-5-270	300-10-400-15-565 -20-685	1040-25-1215-30-1485-35-1590-40-1670-50-1920		
			60-3/2-78-2-80/-	70-5/2-100	115-3-133-4-185/-	120-5-230/-	220-5-350/-	230-5-250-7½-310 -10-400	300-685/-	1040-1920			
			Do	70-5/2-100/-	115-3-133-4-185/-	120-5-230/-	220-5-350/-	230-5-250-7½-310 -10-400	300-685/-	1040-1920			
			60-3/2-78-2-80/-	Do	115-3-133-4-185/-	120-5-350/-	220-5-350/-	230-5-250-7½-310 -10-400	300-685/-	1040-1920			

Sl. No.	Qualification & Designation	1st Scale	2nd Scale 1.4.54	3rd Scale 1.3.57	4th Scale 1.4.61	5th Scale 1.4.66	6th Scale 1.4.70	7th Scale 1.4.75	8th Scale 1.4.81	9th Scale 7.3. 90	Remark
	Dip in Engineering existing					200-10-400	300-10-500/-	350-15-410-20-650-25-800/- (Personal)	425-1050/-	1390-45-1615-55-2055-65-2445-75-2970	Scale (10)
	B.E. degree in Engineering								660-1600	2200-4000	Scale (16)
	Sub-overseer certificate					175-7-245-8-325	265-7-300-8-420-10-459/-	300-15-375-20-575-25-750	380-15-500-20-700-25-850-30-910/-	1260-35-1540-45-1630-55-2070-65-2460-75-2610	Scale (9)
	Workshop Instructor (for Tech. Stream.) with more than 10 years Exp.								360-815	1200-2360	Scale (8)
	(i) With 2 years training certi.					125-3-140-4-200	205-3-214-4-270-5-300/- (Higher Start 230/-)	230-5-250-7 $\frac{1}{2}$ -310-10-400/-	300-685/-	1040-1920	Scale (6)
	(ii) With practical exp. only.					100-3-116-4-140	175-3-214-4-230/-	220-5-270-	300-685/-	1040-1920	Scale (6)
	Untrained Matriculate or S.F. or equivalent Exam.								280-617	980-1755	Scale (5)
	Clerk-cum-store keeper/ S.F. and practical exp. in A/c.					115-3-172-4-180	190-3-214-4-270-5-275/-	220-5-270-8-350/-	Do	1040-1920	Scale (6)
	I.Sc. (Agrs.)/H.S. in Ag. /S.F. with one years' A.G. training					125-3-140-4-200	205-3-214-4-270-5-300/- (Higher Start 230/-)	230-5-250-7 $\frac{1}{2}$ -310-10-400/-	300-685/-	1040-1920	Scale (6)
	Short-hand Type Instructor (for Com. Stream)- S.F. with a certificate of S.&T.					125-3-140-4-200	205-3-214-4-270-5-300/- (Higher Start 230/-)	Do	300-685/-	1040-1920	Scale (6)
	B.Sc. (A.G.) Existing.			130-5-150-10-350/-	210-10-450/-	220-470/-	320-10-420-15-600/-	350-20-550-25-650-30-800-40-920/- (Personal)	500-20-540-25-640-30-820-40-1260-50-1360	1640-3635	Scale (14)
	B.Sc. A.G. for new appointment.						—	300-15-375-20-575-25-750/-	Do	1640-3635	Scale (14)
	Classical Teachers :						265-7-300-8-420-10-450/-	300-15-375-20-575-25-750/-	440-1170/-		
	(a) 2 Titles or M.M. on completion of 10 years' teaching exp.			100-5-215-10-225/-	160-295/-	167-317/-	Do	Do	440-1170/-	1420-3130	Scale (11)
	(b) Mat. with K.T. or K.T. with 5 years' exp. or 2 titles having less than 10 years' exp. or P.M. M.M. with less than 5 years' Teaching Experience.	60-3/2-78-2-80/-	70-3-118-4-150/-	115-3-133-4-185/-	120-5-230/-	220-5-350	230-5-250-7 $\frac{1}{2}$ -310-10-400/-	360-10-400-15-520-20-740-25-815 (Revised)	1200-2360		Scale (8)



---

---

CHAPTER - VI

TEACHER PUPIL RATIO  
An Analysis

---

---

## I

INTRODUCTION

Effective management of a class is a very important factor which requires a normal teacher-pupil ratio at the schools. Higher teacher-pupil ratio (TPR) impedes the students to get individual attention from teachers and it becomes also difficult for the teachers to take due care of all the students in a class. On the other hand, a small teacher-pupil ratio facilitates proper individual attention on the part of the teachers. But a developed country can afford a smaller TPR while in a country like India, a smaller TPR would be a luxury. Hence, an attempt has to be made to find out a

feasible TPR which does not affect the students' interest and is not costly on the part of the State - as both the factors are equally important.

In India, there is a strong difference of opinion as to what should be the optimum TPR at the different stages of school education. The Education Commission of India (1964-66), visualised the TPR of 1:40 per class would be an ideal ratio for schools. Recently the Yash Pal Committee also recommended the same ratio.

The Fourth All India Educational Survey which was held in 1978, noted that at the primary stage the all India average was 41 pupils per teacher in a class, at the middle stage it was 1:25 and at the secondary/higher secondary stage all India average was 1:18. The latest figures<sup>1</sup> available as to TPR in the various States at various stages of school education is as under :

Table-I  
Statewise Teacher-Pupil Ratios in India(1984-85)

Sl.No.	State/Union Territory	Primary Stage	Middle Stage	Secondary/ High School Stage	Hr.Second-ary stage
(1)	(2)	(3)	(4)	(5)	(6)
1.	Andhra. Pradesh	52	41	32	28
2.	Assam	40	24	29	23
3.	Bihar	46	39	33	25

Contd..

Table-I Contd...

(1)	(2)	(3)	(4)	(5)	(6)
4.	Gujrat	41	39	24	27
5.	Haryana	44	35	33	28
6.	Himachal Pradesh	37	17	30	25
7.	Jammu & Kashmir	29	22	20	21
8.	Kerala	32	32	28	26
9.	Karnataka	45	52	36	24
10.	Madhya Pradesh	43	30	-	26
11.	Maharashtra	39	37	30	34
12.	Manipur	18	17	24	17
13.	Meghalaya	30	16	26	-
14.	Nagaland	22	20	24	-
15.	Orissa	37	26	21	40
16.	Punjab	38	16	22	26
17.	Rajasthan	47	32	20	24
18.	Sikkim	17	20	22	16
19.	Tamil Nadu	42	42	28	27
20.	Tripura	39	29	28	21
21.	Uttar Pradesh	45	28	34	-
22.	West Bengal	37	45	40	30
23.	A. & N. Islands	21	21	20	21
24.	Arunachal Pradesh	44	24	10	21
25.	Chandigarh	20	30	24	19
26.	Dadra & Nagar Haveli	40	32	25	19
27.	Delhi	34	24	24	21
28.	Goa, Daman & Diu	28	32	28	12
29.	Lakshadweep	28	18	19	18
30.	Mizoram	26	13	15	-
31.	Pondichery	28	30	26	32
ALL INDIA		41	36	30	27

Source : Fourth All-India Educational Survey - Some  
Statistics on School Education; 1980; NCERT.

In West Bengal, an integrated high school (with classes V to X) should have on its roll a minimum number of 250 students. In the case of an integrated higher secondary school (with classes V to XI), the minimum number should be 300. The maximum number of students permissible for enrolment in a high school is 750 and that in a higher secondary school with one stream, 850 and with more than one stream, 1000 and not less than 20% of the pupils shall be in the two or three top classes, as the case may be. Previously the optimum TPR was 1:30/1:25, now it is 1:45 or even more.

## II

### RELATED STUDIES

The latest comprehensive study available in this area is by Singhal<sup>2</sup>. Singhal's study covered 20 States and 1 Union Territory of India by taking one district each from 58 National Sample Survey regions. His study revealed that not only there are wide variations among the States and UTs. in respect of norms of TPRs prescribed by them, but he witnessed that 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 as well.

Apart from the Singhal's study, there are hardly any researches in the area of class-size and determination of

optimum TPRs for school while there are a few researches available in the area of teaching and teacher behaviour. They are Reddy and Joshi<sup>3</sup>, Goyal<sup>4</sup>, Adaval<sup>5</sup>, Mehta<sup>6</sup>, Sharma<sup>7</sup>, Padma<sup>8</sup>, Roka<sup>9</sup> and Jangira<sup>10</sup>.

### III

#### ANALYSIS OF FINDINGS

This chapter attempts to review the present roll strength and the TPRs in the schools included in our sample (as introduced in Chapter : I) and analyses the findings.

In the Memo. No. 2725 Edn(G)/10 R-2/60 dated 26.7.61 the Govt. relaxed the limit of maximum enrolment to the following extent -

- i. For Class X High Schools(V-X) - 750 students.
- ii. Higher Secondary Schools with one course only - 850 students.
- iii. Higher Secondary Schools with two or more diversified Courses - 1000 students.

Enrolment in excess of the limit will not be taken into account for the purpose of recurring grants-in-aid.

Table-II gives the roll strength in the sampled schools and compares the same with the maximum permissible <sup>limit</sup> and

the extent of difference(i.e. whether over-enrolment or under-enrolment). It can be observed from the said table, that most of the schools(55%) have student enrolment above the maximum capacity, while 10% have enrolment just equal to its maximum permissible limit. On the other hand, there are schools(30%) who have enrolment less than their permissible limit. The schools which have excess enrolment( in some cases even it is double the actual capacity are maintaining themselves with the same resources as admissible on the basis of maximum limit of students. This disparity can not be advocated as some schools(mostly those schools which are situated within the towns) are running with adequate resources while others(those schools which are situated in the rural areas) are overburdened. This situation thus demands opening of new schools in the rural areas and it should be kept in mind that there should not be concentration in the towns.

Further, from Table III, we get a picture of the TPR in the schools, and it can be observed that though most of the schools (75% of our sample) the TPR is smaller, but surprisingly, two schools have TPR of 1:100 and 1:83 which is an absurd situation. This disparity could be avoided either through recruitment of new teachers or by transfer from schools who are in a much better position. However, we do not have any transfer policy for school teachers. many problems

could be avoided if a transfer policy could be introduced for school teachers which will enable to transfer the extra fat from the fatty ones to them who are thin.

We have also made an attempt to estimate the student strength on the basis of the optimum TPR (Say 1:50, as this seems to be a rational TPR in view of the present environment). The estimated number of students were then compared with the actual strength (Table : IV) and we find that if 1:50 is accepted to be the rational optimum TPR for West Bengal Schools, then the student strength estimated on that basis (i.e. in relation to the number of teachers), show that majority of the schools in our sample (80%) are running below their capacity, 10% of them are running at par with their capacity and 10% of them are running much above their capacity.

We have also estimated the number of teachers required on the basis of the actual student strength, taking into account the optimum TPR of 1:50. Table-V thus helps us to identify the extent of shortage of teaching staff or overmanning. It can be witnessed that, taking into account an uniform optimum TPR of 1:50 estimated teacher strength is higher than the actual strength in most cases. We observed that 60% of the sampled schools are overmanned in terms of teaching staff, while in 30% of the cases it is marginal. 10%

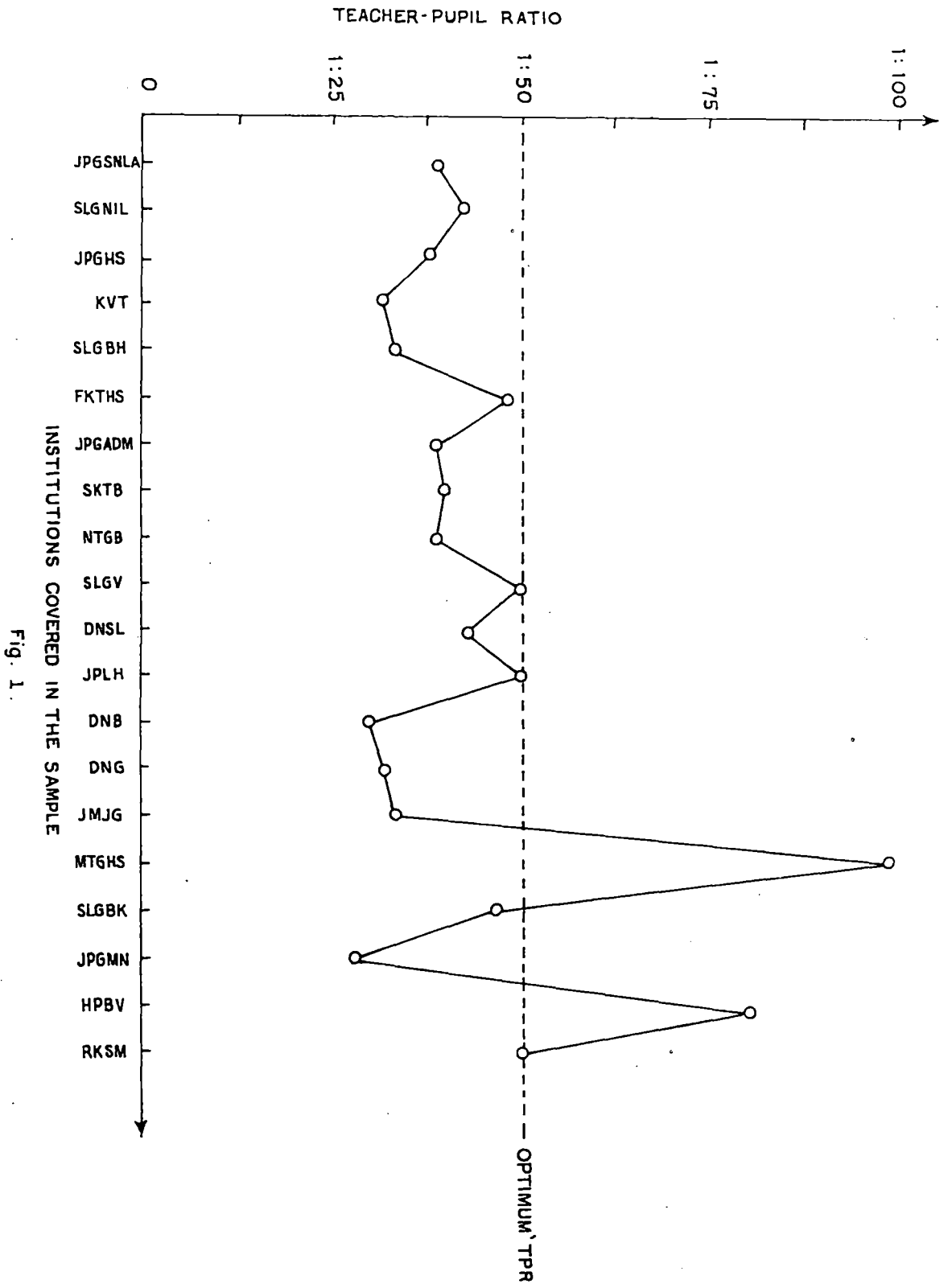


Fig. 1.

of the schools are highly undermanned in terms of teaching staff, in one school the actual number of teaching staff is half of the estimated teaching staff (estimated on the basis of TPR of 1 : 50).

Thus, we come across disparities as to number of teachers in relation to the student strength. While the overall picture is not a gloomy one, however, the hardship the teachers and the students of a few schools are passing through (due to shortage of teaching staff, excess student enrolment over and above the maximum limit) is hardly justifiable and the sufferings are more in case of schools situated in rural areas than those which are advantageously located within or nearer to the towns.

Table: II

Sl.No.	Abbreviated School	Standard	Stream/ Course	Actual Std. strength	Maximum limit	Extent of diff.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	JPGSNLA	HS	AS	1200	1000	(-) 200
2.	SLGNIL	HS	ASC	1700	1000	(-) 700
3.	JPGHS	HS	AS	1000	1000	-
4.	KVT	H	-	400	-	-
5.	SLGBH	HS	ASC	1400	1000	(-) 400

Contd....

(1)	(2)	(3)	(4)	(5)	(6)	(7)
6.	FKTHS	HS	ASC	2000	1000	(-)1000
7.	JPGADM	H	-	650	750	(+) 100
8.	SKTB	HS	ASC	1100	1000	(-) 100
9.	NTGB	HS	ASC	1000	1000	-
10.	SLGV	H	-	900	750	(-) 150
11.	DNSL	HS	AG	900	850	(-) 50
12.	JPLH	HS	AS	1092	1000	(-) 92
13.	DNB	H	-	687	750	(+) 63
14.	DNG	H	-	560	750	(+) 190
15.	JMJG	JH	-	200	-	-
16.	MTGHS	H	-	1600	750	(-) 850
17.	SLGBK	H	-	875	750	(-) 125
18.	JPGMN	H	-	350	750	(+) 400
19.	HPBV	H	-	750	750	-
20.	RKSM	H	-	1000	750	(-) 250

Notes : 'H' stands for High, 'HS' stands for Higher Secondary  
 'JH' stands for Junior High, 'A' stands for Arts,  
 'S' for Science and 'C' for Commerce and 'AG' for  
 Agriculture.

'+' indicates under enrolment.

'-' indicates over enrolment.

Actual Student strength in case of some schools are in  
 approximate figures.

Abbreviations used for school names appear at the end  
 of the chapter.

Table-III

Sl.No.	Abbreviated School Name	Actual TPR	Difference from Optimum TPR
1.	JPGSNLA	1 : 39	+ 1:11
2.	SLGNIL	1 : 42	+ 1:08
3.	JPGHS	1 : 38	+ 1:12
4.	KVT	1 : 31	+ 1:19
5.	SLGBH	1 : 33	+ 1:17
6.	FKTHS	1 : 49	+ 1:01
7.	JPGADM	1 : 38	+ 1:12
8.	SKTB	1 : 39	+ 1:11
9.	NTGB	1 : 38	+ 1:12
10.	SLGV	1 : 50	-
11.	DNSL	1 : 45	+ 1:05
12.	JPLH	1 : 50	-
13.	DNB	1 : 29	+ 1:21
14.	DNG	1 : 31	+ 1:19
15.	JMJG	1 : 33	+ 1:17
16.	MTGHS	1 : 100	- 1:50
17.	SLGBK	1 : 46	+ 1:04
18.	JPGMN	1 : 29	+ 1:21
19.	HPBV	1 : 83	- 1:33
20.	RKSM	1 : 50	-

'+' indicates smaller TPR than Optimum TPR.

'-' indicates higher TPR than Optimum TPR.

Table : IV

SL.No.	Abbreviated School Name	Actual Student Strength	Estimated Student Strength (with TPR of 1 : 50)	Difference
1.	JPGSNLA	1200	1550	+350
1.	SLGNIL	1700	2000	+300
3.	JPGHS	1000	1300	+300
4.	KVT	400	650	+250
5.	SLGBH	1400	2100	+700
6.	FKTHS	2000	2050	+050
7.	JPGADM	650	850	+200
8.	SKTB	1100	1400	+300
9.	NTGB	1000	1300	+300
10.	SLGV	900	900	-
11.	DNSL	900	1000	+100
12.	JPLH	1092	1100	+008
13.	DNB	687	1200	+513
14.	DNG	560	900	+340
15.	JMJG	200	300	+100
16.	MTGHS	1600	800	-800
17.	SLGBK	875	950	+075
18.	JPGMN	350	600	+250
19.	HPBV	750	450	-300
20.	RKSM	1000	1000	-

'+' indicates schools running below capacity.

'-' indicates schools running above capacity.

Table-V

Sl.No.	Abbreviated School Name	Actual Staff Strength (Teaching)	Estimated Strength (Teaching) (Based on TPR 1:50)	Difference
1.	JPGSNLA	31	24	-7
2.	SLGNIL	40	34	-6
3.	JPGHS	26	20	-6
4.	KVT	13	08	-5
5.	SLGBH	42	28	-14
6.	FKTHS	41	40	-1
7.	JPGADM	17	13	-4
8.	SKTB	28	22	-6
9.	NTGB	26	20	-6
10.	SLGV	18	18	0
11.	DNSL	20	18	-2
12.	JPLH	22	22	0
13.	DNB	24	14	-10
14.	DNG	18	11	-7
15.	JMJG	6	4	-2
16.	MTGHS	16	32	+16
17.	SLGBK	19	18	-1
18.	JPGMN	12	7	-5
19.	HPBV	9	15	+6
20.	RKSM	20	20	0

'+' indicates under staffed

'-' indicates over staffed.

NOTES AND REFERENCES

1. See, Selected Educational Statistics 1984-85 ; Studies in Educational Statistics No. 1, 1986, Ministry of HRD, Deptt. of Education, Planning, Monitoring and Statics Division, Govt. of India, 1986.
2. Singhal, R.P., Indian Schools : A Study of Teacher-Pupil Ratio (New Delhi: Vikas Publishing, 1988).
3. Reddy V.E. and Sneha Joshi, A Trend Reports in Higher 2nd Survey of Research in Education, (Baroda: Society for Educational Research and Development, 1979).
4. Goyal, J.C., Planning Teacher Requirements in the States - A Study of Procedures and Criteria (New Delhi : Deptt. of Teacher Education, NCERT, 1975).
5. Adaval, S.B., An Investigation into the qualities of Teachers under Training, Ph.D.(Ed.), Allahabad University, 1952.
6. Mehta, V.B., A Factorial Analysis of Teaching Ability of Graduate Pupil-Teachers of Secondary Teachers' Training Colleges, Ph.D.(Edn.), Nag. Univ., 1972.
7. Sharma, S., Relationship between Patterns of Teacher Class Room Behaviour and Pupils' Attainment in terms of Instructional Objectives, Ph.D., Edu. MSU, 1972.
8. Padma, M.S., Teaching and Teacher Behaviour - A Trend Report, in Buch, M.B.(Ed.), Second Survey of Research in Education (Baroda: Society for Educational Research and Development, 1979).
9. Roka, S.D., A comparative Study of Verbal Teaching Behaviour Patterns and Students' Achievement in terms of Instructional Objectives, Ph.D., Edu., MSU, 1976.

10. Jangira, N.K., Classroom Behaviour Training of Teachers and its Relationship with some Selected Measures of Pupils Criteria of Teacher Effectiveness, Ph.D.Edu, MSU, 1972.
11. For details, see, Memo Nos. 2725-Edn(G)/10 R-2/60, dated 26.7.61, and No.343 Edn.(S) dated Calcutta, the 3rd March, 1973, of the Education Department, Government of West Bengal..
12. TPR stands for 'TEACHER-PUPIL RATIO'.

---

---

CHAPTER - VII  
CONCLUDING OBSERVATIONS

---

---

## 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.

---

---

## BIBLIOGRAPHY

---

---

BIBLIOGRAPHYBooks

Adams, Don(Ed.), Education in National Development, (New York: David McKay, 1971).

Anderson, Arnold C. and Bowman Mary Jean, Education and Economic Development, (Chicago: Aldine, 1965).

Ayer, F.C., Fundamentals of Institutional Supervision, (New York: Harper and Brother Publishers, 1954).

Barr, A.S., Burton, W.H., and Brueckner, L.T., Supervision - A Social Process, (Crofts: Appleton Century, 1955).

Best, John W., Research in Education, (New Delhi: Prentice Hall of India, 1983).

Blaug, Mark. (Ed.), Economics of Education, (London : Penguin, 1968).

,An Introduction to the Economics of Education, (London, Allen Lane, 1970).

Bowles, Samuel, Planning Education System for Economic Growth, (Cambridge Mass : Barvard University Press, 1969).

Bruno, James Edward, Educational Policy Analysis : A quantitative approach, (Grane, Russak and Co., 1976).

Buley, C.E., The Quality of Education in Developing Countries, (Cambridge Mass : Harvard University Press, 1966).

Buch, M.B., Institutional Planning for Improvement and Development (Bhopal: R.C.E., 1968).

Burkhead, Jesse, Input and Output in large city High School, (Syracuse N.Y. : Syracuse University Press, 1967).

Burns, Hobart, (Ed.), Education and the Development of Nations (Syracuse: Syracuse University Press, 1963).

Cambell, Ronald F., Corbally, J.e., and Ramseyer, J.A., Introduction to Educational Administration, (Boston: Allyn and Bacon, 1962).

Chakraborty, S. B. , An Exhaustive Headmasters' Manual, (Calcutta: B.B.Kundu and Sons, 1992).

Chesswas, J. D., Methodologies of Educational Planning for Developing Countries, 2 Vols., (Paris: UNESCO, 1968).

Collaugh, C., Educational Expansion of Changes: Some choice for Central and Southern Africa, (London : 1974).

Coombs, Philip H., and Ahmed Manzoor, Education for Development Case Studies for Planners, (New York: Praeger, 1975).

\_\_\_\_\_, and Jacques Hallak, Educational Cost Analysis in Action: Case Studies for Planners, (Paris: UNESCO, 1972).

Corbally, John E., and Jenson, T.J., Educational Administration in the Secondary School, (Boston: Allyn and Bacon, 1961).

\_\_\_\_\_, Jensen, Staub, Educational Administration: The Secondary School, (Boston: Allyn and Bacon Inc., 1964).

Costeller, William B., Administering the School Personnel Programme, (New York: The Mcmillan Company, 1953).

Curle, Adam, Educational Problems of Developing Countries, (New York: Praeger, 1973).

David M.C.Clelland and D.C.Winter, Motivating Economic Achievement, (New York : Free Press, 1969).

Edmonson, Roemer, Bacon, The Administration of the Modern Secondary School, (New York: The McMillan Company, 1953).

- Elicker, Paul E., Administration of Junior and Senior High School, (Dugte Wook, Cliffs, N.J. : Prentice Hall Inc., 1964).
- Ellwood P.Cubberley, School Funds and their Apportionment; (New York: Teachers College Press, Columbia University, 1906).
- Flippo, Edward B, Principles of Personnel Management, (New York: McGraw Hill Book, 1976).
- Fraser, John Munro, Introduction to Personnel Management, (London: Thomas Nelson & sons, 1971).
- Ganguli, H., Industrial Productivity and Motivation, (Bombay: Asia Publishing House, 1961).
- Gant, George F., Development Administration: concepts, goals, methods , (Wisconsin: The University of Wisconsin Press, 1979)
- Gerald, D. Webber, State Equalization of Capital outlays for public school buildings, (Los Angeles, Calif: University of Southern California Press, 1941).
- Gray, D.H., Manpower Planning: An Approach to the Problem, (London: Institute of Personnel Management, 1966).
- Griffitus, V.L., The Problems of Rural Education, (Paris: IIEP, 1968).
- Harbison, Frederick and Myers, Charles A., Education, Manpower and Economic Growth, (New York: McGraw Hill, 1964).
- \_\_\_\_\_, Frederick H., Human Resources and the Wealth of Nations, (New York: Oxford University Press, 1973).
- Hodge, B.J. and Johnson, H.J., Management and Behaviour, (New York: John Wiley, 1976).
- Huneryager, S.G. and Heckman I.L., (Ed.), Human Relations in Management, (Bombay: Taraporevala sons & Co., 1972).
- Iannaccone, Lawrence, Problems of Financing inner city schools: Political and Cultural Restraints upon Improved Urban

Education and Proposals to overcome them, (Washington, D.C. : President's Commission on School Finance, U.S. Government Printing Office, 1972).

James, Gavin, Population, growth and educational planning and developing nations(Irvington Publishers, 1975).

Johns, Roel and Edgarl, Morphet, Planning School Finance Programs, (Gainesville, Fla, National Educational Finance Project, 1972).

\_\_\_\_\_, Roel et.al., The Economics & Financing of Education, (New Jersey: Prentice Hall, 1984).

Johnston, T.N., Indicators of Education Systems (Paris: IIEP UNESCO, 1981).

Kedi, Korean, Education 2000, (Seoul : Korean Educational Development Institute, 1 85).

Kern, Alexander, and K. Forbis, Jordan, Planning to Finance Education, (Gainesville, Fla, National Educational Finance Project, 1971).

Kochhar, S.K., Successful Supervision and Inspection, (Delhi: Kalyani Publishers, 1974).

\_\_\_\_\_, Secondary School Administration, (New Delhi: Stasrling Publishers(P) Ltd., 1987).

Kothari, D.S., Education Science and National Development, (Bombay: Asia Publishing House, 1970).

Lawrence, A.F., et.al., Crisis in Urban Education, (Massachusetts: Xerox College Publishing, 1971).

Lehen, Richard, The Quest for Justice: The Politics of School Finance Reform, (New York: Longman, Inc. 1978).

Mamoria, C.B., Personnel Management, (Bombay: Himalaya Publishing House, 1982).

- Melchiar, W. T., Instructional Supervision: A Guide to Modern Practice, (Boston: D.C. Heath and Company, 1950)
- Mc Forland, D.E., Personnel Management Theory and Practice, (New York: Macmillan & Co., 1968).
- Mooney, J.D., Principles of Organisations, (New York Harper Row & Co., 1939).
- Misner, S.K., and Charles E., Elementary School Administration, (OHIO : Merrill Book, Inc., 1963).
- Misroc, A., Educational Finance in India, (London: 1962).
- Morrison, A. and McIntyre, D., Teachers and Teaching, (Penguin, 1969).
- Mort, Paul R., Principles of School Administration, (New York: McGraw Hill Book Company, 1946).
- Mukherjee, L., Problems of Administration of Education in India, (allahabad: Kitab Mahal, 1966).
- Murthy, K.S. (Ed.), General Education Reconsidered Teaching and Evaluation, (Bombay: Asia Publishing House, 1960).
- Naik, J. P., The Role of Teachers in Educational Planning and Development, (Bhopal; R.C.E.; 1968).
- \_\_\_\_\_, Elementary Education in India, (New Delhi: Allied Publishers, 1975).
- Nanda, S. K., Indian Education and its Problems Today, (New Delhi: Kalyani Publishers, 1982).
- Pandey, I.M., Financial Management, (New Delhi: Vikas Publishing House, 1979).
- Payne, Doing Teaching Practical Management of Classrooms, (Washington, D.C. : Today's Education, 1976).
- Paul, R. Mort., State Support for the Public Schools. (New York: Teachers College Press, Teachers College, Columbia University, 1926).

- Philip, Selznic, Leadership in Administration, (New York: Harper & Row, 1957).
- Prakash, S., Educational System of India, (Delhi : Concept Publishing Company, 1978).
- Quinn, P.R., & Graham, Staines, Quality of Employment Survey, (Ann, Arbor: Michigan Institute of Sociasl Research University of Michigan, 1978).
- Rao, V.K.R.V., Education and Human Resource Development, (Bombay: Allied Publishers, 1966).
- Raghavan, J.V., Education and the new International Order, (New Delhi: Concept Publishing Company, 1983).
- Raza, Moonis (ed.), Educational Planning : A long term perspective, (New Delhi: Concept Publishing Company, 1986).
- Reddy, K. N., Students, Teachers and Parents: Interactions in Educational Settings, (Delhi: Ajanta Publications, 1984).
- Reischaur, Robert, D., Robert, W. Hartmany, and Daniel, J. Sulliv, A. N., Reforming School Finance, (Washington, D.C. : Brookings Institution, 1973).
- Rudrasavaraj, M. N., Dynamics of Personnel Administration, (Bombay: Himalaya Publishing House, 1979).
- Ry-burn, W.M., The Organisation of Schools, (Bombay: Oxford University Press, 1956).
- Sandford W. Reitman , - Foundations of Education for Prospective Teachers: Historic Development of Schools, (London, Allyn and Bacon Inc., 1977).
- Seymour, E. Harris, More Resources for Education (Harper & Brothers).

- Singhal, R.P., Indian Schools, (New Delhi: Vikash Publishing House, 1989)
- Singh, R.P., & Hussain Zakir, Dynamics of Indigeneous Education School and the Child, (Jullunder: Sterling Publishers Pvt. Ltd., 1968).
- Singh, R., and Sohal, T.S., Teaching and Communication in Extension Education, (New Delhi: Sirjana Press, 1974).
- Singh, R.P., The Indian Teacher, (Delhi: National Publishing House, 1969).
- Smith, Krouse; Atkinson; The Educator's Encyclopedia, Classize(Englewood Cliffs, N.J. : Prentice Hall, Inc., 1961).
- Shitey, F. Heck: Fon P. Cobes, All the Classroom is a stage(New York: Pergamon Press, 1978).
- Tead, Ordway, The Art of Administration( New York: Mc Graw Hill, 1955).
- Thompson, John Thomas, Policy making in American Education: A Framework for Analysis(Englawood Cliffs, N.J.: Prentice Hall, 1975).
- Tugan M.I., Educa<sup>o</sup>tion, Society and Development in Underdeveloped Countries, (The Hague: Center for the Study of Education in Changing Societies, 1975).
- Thias, Hans Henry and Carnoy Martin, Cost Benefit Analysis in Education - A Case study of Kenya (Baltimore: Johns Hopkins University Press, 1972).
- UNESCO, Herber J. Abraham, World Problems in the Classroom, The problem of Development (Paris, 1973).
- Vasistha, K.K., Teacher Education in India, (New Delhi: Concept Publishing Company, 1979).
- Whiston, T.G., Education Work Styles and social Development, (Aston University: 1977).

Yeager , W.A., Administration and the Pupil, (New York: Harper,1949)

### JOURNALS

New York State Education, Educational India, Education Digest, Elementary School Journal, Education Quarterly.

### INSTITUTIONAL PUBLICATIONS:

American Association of School Administrators, Staff Relations in School Administration, (Washington : AASA,

Indian Institute of Public Administration, Organisation of the Govt. of India, (Bombay : Asia Publishing House, 1958).

UNESCO, Educational Planning : A World Survey of Problems and Prospects, (Paris: UNESCO, 1970).

### GOVERNMENT PUBLICATION AND REPORTS :

Ministry of Education and Social Welfare, Education in India, Govt. of India.

\_\_\_\_\_, Education in the States, Govt. of India.

Report of Indian Education Commission, 1964-66.

Report of the Secondary Education Commission, 1952-53.

'Challenge of Education(New Education Policy), Govt. of India, 1985.

Rammurthy Committee Report.

Dr.Ashok Mitra Committee Report, Govt. of West Bengal, 1992.

---

---

APPENDIX

---

---

Names of Recognised Schools in the two districts

A. DARJEELING DISTRICT

A. BOYS' SCHOOLS

Names of Schools	Names of Schools
1. Ambari High School	1 .Lamhatta High School
2. Bagrakote High School	20.Malati High School
3. Banimanmandir Railway High School	21.Malbusty Jadhaliyet High School
4. Betten High School	22.Margaret(S.N.) English School
5. Bidhannagar Saatosini Vidyachakra	23.Matigara Harasundar High School
6. Chittaranjan High School	24.Mirik High School
7. Chongtong High School	25.Municipal Boys High School
8. Darjeeling Govt. High School	26.Munsong High School
9. Darjeeling Hindi High School	27.Nanda Prasad High School
10.Girileus High School	28.Nagri Farm High School
11.Ghoom Boys High School	29.Nilnalini Vidyamandir
12. Griffith's High School	30.North Point St. Michael's High School
13.Jaldhaka High School	31.Pagang Gumpaha High School
14.Jinglam Uday High School	32.Phansidewa High School
15.Kalimpong govt. High School	33.Pankhabari High School
16.Kalimpong Jubilee High School	34.Pokhribong High School
17.Kalimpong Kumudini Homes	
18.Kharibari High School	

- 
35. Pushpakani Roy Memorial High School
36. Rabindranath High School
37. Ramkrishna Siksha Parishad Boys High School
38. Risheehat High School
39. Rongo High School
40. Sankar High School
41. Santirani High School
42. Saraswati High School
- \*43. Scottish Universities Mission Institution
- \*44. Siliguri Barada Kanta Vidyapith
- \*45. Siliguri Boys' High School
46. Siliguri Hindi High School
47. Siliguri Jagadish Chandra Vidyapith.
48. Siliguri Krishnamaya Memorial Nepali High School
- \*49. Siliguri Netaji High School
50. Siliguri Shewmongal Memorial Hindi High School
51. Sri Naraingha Vidyapith
52. St. Alphonsus' School
53. St. George's High School
54. St. Peter's High School
55. St. Robert's High School
56. St. Xevier's High School
57. Sukhia Pokhri High School
- \*58. Terai Tarapada Adarsha Vidyalaya.
59. Tindharia High School
60. Tista Bridge High School
61. Turnbull High School
62. Vidyasagar High School
63. Adhikari Krishnakanta High School
64. Batasi Sastriji High School
65. Bidhannagar Kurban Ali High School
66. Chatthat High School
67. Gangatri High School
68. Kurseong Adarsha Vidyalaya
69. Panchabati High School
70. Panighata High School
71. Rimbeck High School
72. Siliguri Vidyasagar Vidyalaya
73. Siliguri Vivekananda Vidyalaya
74. Tarbandha High School
-

b. Girls' School

---

1. Rajendra Prasad Girls' High School
  2. Ghoom Girls' High School
  3. Hakimpara Balika Vidyalaya
  - \*4. Jyotsnamoyee Girls' High School
  - \*5. Kalimpong Girls' High School
  - \*6. Maharasni Girls' High School
  7. Municipal Girls' High School
  8. Naxalbari Nand Prasad Girls' High School
  9. Nepali Girls' High School
  10. Netaji Girls' High School
  11. Pokhribong Girls' High School
  12. Pranami Balika Vidyamandir
  13. Raj Rajeswari Girls' High School
  14. Ramkrishna High School for Girls'
  15. Ramkrishna Saradamani Vidyapith for Girls'.
  16. Saradeswari Govt. Girls' High School
  17. Scot's Mission Girls' High School
  - \*18. Siliguri Girls' High School
  19. Siliguri Hindi High School for Girls'
  20. Sonada Holy Cross Girls' High School
  21. St. Joseph's Girls' High School
  22. St. Mary's Girls' High School
  23. St. Philomena's Girls' High School
  24. St. Terese's Girls' School
  25. Mithaidara Renuka Ranya Uchcha Vidyalaya
-

## B. JALPAIGURI DISTRICT

a) BOYS' SCHOOL

Names of School	Names of School
1. Adarsha Vidyamandir	22. Bhujaripara Moharchand High School
2. Alipurduar Collegiate School	23. Bhutanirghat High School
*3. Alipurduar High School	24. Birpara Jayanti Sasmabaya High School
4. Alipurduar Hindi Madyamik Vidyalaya	*25. Birpara High School
5. Alipurduar Junction Rly. High School.	26. Birsas Vidyabhaban High School
6. Alipurduar Junction Shyama-Prasad Vidyamandir	27. Bonapara High School
7. alipurduar Mc. William High School	28. Chalsa Gayanath Vidyapith
8. Ambari Falakata Chintamoni High School	29. Chamurchi Bharatiya Pathshala
9. Anando Model High School	30. Chapani High School
10. Amguri Ram Mohan High School	31. chengmari Tea Estate High School
11. Arabinda Madhyamik Vidyalaya	32. Daukimari D.N. High School
12. Bairatiguri High School	33. Debijhora High School
*13. Banarhat High School	*34. Debnagar Sastish Lahiri High School
14. Banaipara Chowrasta High School	35. Demdima Fatima High School
15. Banizerhat High School	36. Deshbandhu Nagar Madhyamik Vidyalaya
16. Barabisha High School	37. Dhupguri High School
17. Baradighi High School	*38. Falakata High School
18. Battali Kalua Mohan High School	39. Gairkata High School
*19. Belakoba High School	40. Garalbari High School
20. Bhatibari High School	41. Gobinda High School
21. Bhotpalli Hanuman Baksh Lohia High School	42. Gossairhat Rajamohan High School

- 
43. Hasimara High School
  44. Jadabpalli High School
  - \*45. Jalpaiguri High School
  46. Jalpaiguri Meherunnessa High School
  47. Jalpaiguri Phanindra Deb Institution
  - \*48. Jalpaiguri Zilla School
  49. Jalpesh Lakshikata High School
  50. Jateswar High School
  51. Jitpur High School
  52. Jorepakri Abdui Gani High School
  53. Kachua Boalmari High School
  54. Kukurjan High School
  55. Kalchini Hindi High School
  - \*56. Kalchini Union Academy
  57. Kaliaganj uttameswar High School
  58. Kamakhyaguri High School
  59. Kharija Berubari High School
  60. Khoardanga Jalanesevani High School
  61. Kshetramohan High School
  62. Kumargramduar Madan Singh High School
  63. Lataguri High School
  64. Madarihat High School
  65. Mahakalguri Mission High School
  66. Mairardanga Goppu Memorial High School
  67. Majidkhana High School
  68. Mal Adarsha Vidyalaya Bhaban
  69. Mal St. Bartholemew's High School
  70. mallickpara Vidyaniketan
  71. Manikgunj High School
  72. Metelli High School
  73. Metelli Samsing High School
  74. Motitnagar Colony Taraprasad High School
  75. Mandalghat High School
-

- 
76. Moynaguri High School
  77. Moynaguri Sabhasnagar High School
  78. Nagrakata High School
  79. Nagrakata St. Mary's Boarding High School
  80. Netaji Vidyapith
  81. New Jalpaiguri Rly. Colony High School
  82. Nimitjhora High School
  83. Odlabari High School
  84. Padmeswari High School
  85. Panchkolguri Pramodini High School
  86. Padmati Union Rahimuddin High School
  87. Polwehele High School
  88. Purba Mallikpara High School
  89. Putimari High School
  90. rajdanga P.M.High School
  91. Rajadanga Mahendranath High School
  92. Rangalibezna Mohan Singh High School
  93. Raninagar Rabindra Nath High School
  94. Sahidgarh High School
  95. Saktigarh Vidyapith
  96. Salbari High School
  97. Salkumarhat High School
  98. Salsalabari Model High School
  99. Sastali High School
  100. Saontalpur Mission High School
  101. Shilbarihat High School
  102. Singimari Chandra Dev High School
  103. Sonapur B.K.High School
  104. Sonaula High School
  105. St. Joseph's High School
  106. Tapshikata High School
  107. Uttar Lothabari Hindi High School
  108. Barapatia Panchiram Nahata High School
-

- 
109. Barnes High School
  110. Birpara Nepali High School
  111. Birpara Shree Mahabir High School
  112. Duramari C.K. High School
  113. Fulbari High School
  114. Ghogomali High School
  115. Hasimar Hindi High School
  116. Jainti High School
  117. Jurapani High School
  118. Kamakshyaguri Mission High School
  119. Khagenhat Nathani Singh High School
  120. Loknathpur High School
  121. Moulani G.N. Roy High School
  122. Nagrakata Hindi Madhyamik Vidyalaya
  123. Patimari Mathura Mohan High School
  124. Sannyashikata High School
  125. Sariam Jasodhar High School
  126. Surya Sen Colony Valmiki Vidyapith
  127. Taleswarguri High School
  128. Vidyasram Divyojoti Vivekananda High School.
-

GIRLS' SCHOOLS

Names of Schools	Names of Schools
1. Alipurduar Balika Siksha Mandir	*19. Kamakhyaguri Girls' High School
*2. Alipurduar Girls' High School	20. Nagrakata St. Capatinto Girls' High School
3. Alipurduar Junction Rly. Girls' High School	21. Moynaguri Girls' High School
4. Alipurduar Junction S.P. Vidyamandir for Girls'	22. New Jalpaiguri Railway Girls' High School
5. Alipurduar New Town Girls' High School	23. Nirmala Girls' High School
6. Arabindanagar Madhyamik Balika Vidyalaya	24. Saktigarh Balika Vidyalaya
7. Belakoba Girls' High School	25. Siliguri Deshbandhu Vidyapith Girls' High School
8. Birpara Girls' High School	*26. Sonali Girls' High School
9. Debnagar Kumudini Balika Vidyalaya	27. Subhasini Girls' High School
10. Deshbandhunagar Girls' High School	28. Banarhat Girls' High School.
11. Dhupguri Girls' High School	29. Barabisha Balika Vidyalaya
12. Falakata Girls' High School	30. Jalpaiguri Begum Fazzannussa Balika Vidyalaya.
13. Falakata Subhas Girls' High School	31. Jalpaiguri Marwari Balika Vidyalaya.
14. Jalpaiguri Central Girls' High School	32. Jitpur Girls' High School.
*15. Jalpaiguri govt. Girls' High School	
*16. Jalpaiguri Sadar Girls' High School.	
17. Jateswar Girls' High School	
18. Kadamtala Girls' High School	

\* Indicates schools having Higher Secondary(+2) Sections.

LIST OF SCHOOLS CONSTITUTING THE  
SAMPLE OF THE STUDY

Sl.No.	Abbreviations used	Full Name of the Schools
1.	JPGSNLA	Sonaulla Higher Secondary School
2.	SLGNIL	Nilnalini Vidyamandir
3.	JPGHS	Jalpaiguri Higher Secondary School
4.	KVT	Kendriya Vidyalaya Bengdubi No.2.
5.	SLGBH	Siliguri Boys' High School
6.	FKTHS	Falakata High School
7.	JPGADM	Ananda Model High School
8.	SKTB	Saktigarh Boys' High School
9.	NTGB	Netaji High School
10.	SLGV	Siliguri Vivekananda High School
11.	DNSL	Debnagar Satish Lahiri High School.
12.	JPLH	Jadab Palli High School
13.	DNB	Deshbandhunagar Madhyamik Vidyalaya
14.	DNG	Deshbandhunagar Girls' High School
15.	JMJG	Jogamaya Jr.Girls' High School
16.	MTGHS	Matigara Harasunder High School.
17.	SLGBK	Siliguri Baradakanta Vidyapith
18.	JPGMN	Meherunnessa High School
19.	HPBV	Haiderpara Budha Bharati High School
20.	RKSM	Ramkrishna Saradamoni Vidyapith.