

CHAPTER VI

THE PHYSICAL FACILITIES IN SCHOOLS

- I. The Necessary Physical Facilities.
- II. The Questions in the Questionnaire.
- III. The Analysis of the Data.

- (1) The Site of the School:

- (i) Accessibility to Pupil Population,
 - (ii) Adequacy of the Site,
 - (iii) Extensive Playground,
 - (iv) Extensive Grounds.

- (2) The Buildings of Schools:

- (i) Durability,
 - (ii) Ventilation,
 - (iii) Toilet Arrangements,
 - (iv) Drinking Facilities,
 - (v) Staircase Facilities.

- (3) The Room Facilities:

- (i) Classrooms,
 - (ii) Classroom Use,
 - (iii) Subject room,
 - (iv) Principal's room,
 - (v) Teachers' room,

- (vi) Science Laboratory,
- (vii) Assembly Hall.
- (4) Furniture, Equipment and Special Facilities:
 - (i) Furniture in Classrooms,
 - (ii) Furniture in Special rooms,
 - (iii) Teaching Aids,
 - (iv) Library.
- (5) Availability of Materials & Storage Facilities:
 - (i) Availability of Materials,
 - (ii) Availability of Storage Facilities,
 - (iii) Availability of Physical Facilities.
- (6) Maintenance of School Buildings:
 - (i) Systematic Inspection,
 - (ii) Upkeep.

IV. Observations.

- (i) The Site,
- (ii) The Buildings,
- (iii) The Room Facilities,
- (iv) Furniture, Equipment and other Facilities,
- (v) Materials and Storage Facilities,
- (vi) Maintenance of School Buildings.

Ref. In the previous chapter, we discussed the philosophy and purposes of secondary schools. It is very essential for any school to have a building and other physical facilities. The term "physical facilities" includes the facilities in terms of:

- (i) The site,
- (ii) School building,
- (iii) Classrooms and special rooms,
- (iv) Furniture, equipment and other facilities,
- (v) Materials and storage facilities, and
- (vi) Maintenance.

The investigator discusses here the present position of secondary schools of Gujarat with reference to physical facilities.

I. THE NECESSARY PHYSICAL FACILITIES

In India, regular school buildings came to be emphasized by the British administrators in the 19th century. Unfortunately, there was the tendency to locate them at some dusty cross roads in the close

proximity to habitation. The box-like school buildings which sprang up, were often dingy and inadequate. Ceilings were low, ventilation was bad, lighting unsatisfactory and sanitary requirements often unmentionable. But this did not continue for any length of time. With the change of the concept of education and the added importance attached to it, conditions changed for the better and within the span of a few years, the school buildings also underwent a rapid metamorphosis and emerged to be of a type of which the present day schools can rightly be proud of. Since then, the school buildings have passed through many changes in the meaning and terminology. In recent times, the term 'school plant' is used by educationists for the term 'building'. The 'school plant' is a comprehensive term which includes buildings, grounds, furniture, apparatus and other equipment.

A good and clean building provides a stimulating environment for children to study and for conducting their co-curricular and extra-curricular activities more effectively. Good school buildings are aids to good character. The buildings may be of several types. Usually 'T', 'E', 'L', 'U' types of buildings are

preferred because they are good to look at and they permit a free and unobstructable passage for light and air.

Analysing the aims of secondary schools, we can easily derive that the school, while catering for the mental and moral development of the child, must also do everything which will help in bringing about the physical well-being of the child. It does in no way mean that the various developments are independent; rather all are inter-related and physical development necessarily helps in and leads to mental and intellectual development.

During recent years the subject has acquired an unusual importance, so much so, that the Secondary Education Commission has thought it worthwhile to devote a separate chapter to the problem of school buildings in the report. The Commission was not satisfied with what was done so far and opined that there was a considerable scope for research in this particular field and had, therefore, recommended to the Central Ministry of Education, to take up the problem.

A Seminar on the Construction of School

Buildings¹, held in Baroda in October 1957, suggested that a truly economical planning should pay attention to the following details:

- (i) The architecture, the site and the principal planner;
- (ii) The purpose of the building and the future prospect, viz. its use for curricular, extra-curricular and community activities;
- (iii) The building should be adaptable to changing educational conditions;
- (iv) The building should be such as can be enlarged or extended at a reasonable cost.
- (v) The school building should be constructed not as a monument for posterity but should be simple;
- (vi) Buildings should be compact and use the assembly line method of construction, which reduces manpower requirements and speeds up construction;

¹ News Letter, (Department of Extension Services, Baroda, Faculty of Education and Psychology, October, 1957).

- (vii.) The material used should have low initial cost, functionality, durability, appearance, acoustical properties, and low operational costs.

The layout of the school buildings, which provides the best kind of environment for learning, which takes into account the best knowledge available on learning, growth, development; is necessary. And lastly, a building is needed that does not provoke unnecessary frustrations and emotional disturbances and which does promote good mental and physical health.

The design of the school building should create a mood or feeling for learning and study, and the classroom should instill proper place-habits for learning. Neither the building nor the classroom should distract or interfere in the development of appropriate feelings and place-habits. The fact, that certain buildings can inspire moods and feeling, should also be true of schools. A school building which is conducive to learning, develops proper moods and place-habits, and produces the necessary rapport between the student and the teacher.

The building is not the only thing that is to be taken into consideration. But, the site, classrooms and special rooms, equipment, furniture, materials, storage facilities, etc. also should be taken into consideration. All these things help in increasing the efficiency of the educative process.

II. THE QUESTIONS IN THE QUESTIONNAIRE

In the second section on physical facilities, 27 questions were included in the questionnaire. The following criteria were included in this aspect:

- (i) The site,
- (ii) School building,
- (iii) Classrooms and special rooms,
- (iv) Furniture, equipment and other facilities,
- (v) Materials and storage facilities, and
- (vi) Maintenance of the building.

With each of the above six criteria, two types of questions were formulated. The first type of questions were data-collecting questions. Through this type of questions, the investigator collected the facts regarding the school buildings, and then, with each criterion,

an evaluative question was formulated which included certain conditions of the school building. This evaluative question as well as other questions were filled in by the investigator himself. This was filled in through the direct observation, the discussions with the principal, the head clerk, the first assistant teacher, etc. Finally, in the evaluative questions, the ratings were done by the investigator on the basis of the above data. Thus, in the present discussion the interpretations on evaluative questions are given and wherever necessary the data of fact questions is cited, explaining or supporting the interpretations on evaluation.

III. THE ANALYSIS OF THE DATA

1. The Site of the Schools

The criterion on the site of the schools included four conditions:

- (i) Its accessibility to pupil population,
- (ii) The adequacy of the site for educational atmosphere,
- (iii) Its having extensive playground, and
- (iv) Its having extensive grounds for further expansion needs.

Tables VI-1 to VI-4 indicate the data.

(i) Accessibility to Pupil Population

The table No. VI-1 reveals the data.

TABLE VI-1

Showing the Data Regarding the Site

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	54	31	15
Girls'	18	50	44	6
Mixed	89	61	20	19

Gujarat State	120	58	25	17

According to area				
City	22	77	18	5
Town	53	62	23	15
Rural	45	44	31	24

Gujarat State	120	58	25	17

According to managements				
Charity endowment trust	14	71	7	21
Public trust	43	49	33	19
Life membership system	5	20	40	40

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Committee management	15	40	47	13
State Government	29	90	3	7
Local Bodies	10	50	20	30
Missionary	4	25	75	-
Gujarat State	120	58	25	17

The difference in the proportion of schools, fulfilling the data is found. It is observed that 94 per cent of girls' schools fulfil the condition partly or wholly, because girls' schools have grown more in number in recent years and as a result, the buildings of the girls' schools are comparatively newer than those of the boys' schools. Moreover, the accessibility of the site is thought of because of the difficulty of girls to come alone from a long distance.

The greater proportion of city schools fulfil this condition because the site of the city schools is accessible to the pupil population due to good road connection and modern transport facilities. Among the managements, the greater proportion of schools managed

by State Government and missionary managements fulfil this condition. Some of the buildings of the State Government schools were acquired by the Government previously for starting schools, while the missionary schools are always built at such a place from where it is possible for the pupils to go.

On the whole, in the whole of Gujarat State, 58 per cent of schools fulfil the condition wholly, while 25 per cent of schools fulfil the condition partly. While 17 per cent of schools do not satisfy the condition at all. Among the districts generally all the districts fulfil the condition wholly or partly but, the schools in the districts of Banaskantha and Sabarkantha satisfy the condition in smaller proportion. This is so, because with the increase in the population, the number of schools has not increased, hence the site of the school is not accessible to the pupil population.

(ii) The Adequacy of the Buildings

The site may be accessible to the pupil population but may not be adequate for proper educational atmosphere.

In response to question No. 1, the investigator

found that 11 per cent of schools are located in an open-city area, 11 per cent of schools are located in non-industrial area, 7 per cent are near industrial area, 31 per cent are situated on the outskirts of the city or town, 11 per cent are located near the station, 18 per cent are situated near the public road, 9 per cent in the neighbourhood of a tank or a river or a public well. This shows that at least a considerable number of schools are situated near the place which distracts the attention of the pupils.

The table VI-2 reveals the data further:

TABLE VI-2

Showing the Adequacy of the Buildings

Classification of schools	Total No. of Schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	54	23	23
Girls'	18	50	44	6
Mixed	89	49	19	31

Gujarat State	120	50	23	27

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to area				
City	22	55	18	27
Town	53	53	19	28
Rural	45	44	31	24

Gujarat State	120	50	23	27

According to managements				
Charity endowment trust	14	64	7	29
Public trust	43	54	32	14
Life membership system	5	20	40	40
Committee management	15	40	27	33
State Government	29	48	21	31
Local Bodies	10	30	10	60
Missionary	4	100	-	-

Gujarat State	120	50	23	27

The greater percentage of girls' schools fulfil the condition wholly or partly, because most of the girls' schools were built in the last fifteen years. While, most of the boys' and mixed schools were quite old. As a result, the buildings of the girls' schools could get a better site; and therefore, congenial conditions

for educational atmosphere. There is not a very wide difference in city, rural and town schools as regards the fulfilment of this condition. The schools managed by missionary schools, and public trust fulfil the condition to a considerable extent. In the entire Gujarat State, totally, fifty per cent of schools fulfil the condition wholly, 23 per cent of schools fulfil the condition partly, while 27 per cent of them do not fulfil the condition at all. The causes of non-fulfilment of this condition lie in the site of the school. The site of the school was such that they were situated near the places which distract attention. Among the districts, all the districts, except Banaskantha and Sabarkantha fulfil the condition in great proportion.

(iii) The School Playground

The investigator found during his school visits that there are some schools in Gujarat having no playground at all! Eventhough, the Grant-in-Aid Code requires that each school must have a playground, about 32 per cent of schools had no playground at all. The problem of playground was acute in city schools; as enough space was not available for even the bare buildings.

The table VI-3 reveals the picture further.

TABLE VI-3

Showing the Adequacy of the Playground

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	15	8	77
Girls'	18	33	22	44
Mixed	89	56	21	22

Gujarat State	120	48	20	32

According to area				
City	22	27	36	36
Town	53	26	23	51
Rural	45	34	9	7

Gujarat State	120	48	20	32

According to managements				
Charity endowment trust	14	36	21	43
Public trust	43	77	23	-
Life membership system	5	20	20	60
Committee management	15	40	20	40
State Government	29	31	17	52

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Local Bodies	10	10	10	80
Missionary	4	75	25	-
Gujarat State	120	48	20	32

It can be observed that a greater proportion of the boys' schools do not fulfil the condition. While greater proportion of mixed schools fulfil the condition. This is so because the newly built schools could get the chance of choosing the site, while the old schools could not get the chance.

It can be observed that most of the rural schools fulfil the condition because there is abundance of space in rural areas. Thirtysix per cent of the city schools do not fulfil the condition. While a greater proportion of schools in towns do not fulfil the condition. Some of the schools in cities did get a chance of selecting playgrounds but most of the schools which are newly built did not get such a chances. While most of the town schools did not have playground because they got lesser amount of land in the haphazard expansion of the towns.

As regards the managements, the missionary

schools and the public trust schools fulfil the condition to the extent of 100 per cent. While 80 per cent of Local Bodies' schools, and 60 per cent of life membership system schools do not fulfil the condition. These schools show a poor picture in nearly all the conditions as they are the schools which are not properly looked after by these managements. The same is the case with State Government schools. Fiftytwo per cent of them do not have extensive playground due to the lack of proper initiative on the part of the school principal and the Government authorities.

Totally, 68 per cent of schools of Gujarat fulfil the condition and 32 per cent of them do not fulfil the condition at all.

As regards the further expansion needs, the table VI-4 reveals the data.

TABLE VI-4

Showing the Data Regarding Grounds
for Expansion Needs

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	8	15	77
Girls'	18	28	28	44

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Mixed &	89	56	24	20
Gujarat State	120	47	23	30
According to area				
City	22	36	32	32
Town	53	57	21	23
Rural	45	40	22	38
Gujarat State	120	47	23	30
According to managements				
Charity endowment trust	14	43	14	43
Public trust	43	72	28	-
Life membership system	5	20	20	60
Committee management	15	33	33	33
State Government	29	34	21	45
Local Bodies	10	10	10	80
Missionary	4	50	25	25
Gujarat State	120	47	23	30

Most of the boys' schools do not fulfil condition as their buildings were old and expanded to the maximum and there was no scope (of space) for further expansion. Most of the town schools fulfil the condition wholly because the town schools expanded in terms

of storeys of the buildings i.e, vertically and not horizontally. As regards the managements, the schools managed by Local Bodies and life membership system, do not fulfil the condition to a greater extent because they are the weakest type of managements of schools of Gujarat. While the public trust and missionary schools fulfil the condition to a greater extent, as they are the best type of managements, which are very alert for the interests of the schools.

2. The Buildings of the Schools

The criterion on the buildings of schools included five conditions as follows:

- (i) The durability of the building,
- (ii) The provision for adequate ventilation,
- (iii) Suitable toilet and lavatory arrangements,
- (iv) Sufficient drinking water facilities, and
- (v) Adequate staircase facilities.

Moreover, there were some fact finding questions in the questionnaire. The data of this fact finding questions is utilized in rating evaluative questions. The data is revealed in the following discussion.

(a) Ownership of the Building

It is better if the building is owned by the school management. But due to the expansion of education, so many school buildings were needed. As a result, some buildings had to be hired on rental basis. Twenty-five per cent of school managements had their own buildings, 45 per cent of school buildings are acquired on rental basis, only 6 per cent of buildings are owned by the Government, 10 per cent of buildings were partly owned, and 14 per cent of them were partly rental.

(b) Provision for Hostels and Staff Quarters

It is generally expected that the schools must provide staff quarters. But then, this was possible only in 2 per cent of schools. One of the major reasons of non-availability of teachers in some of the schools in interior region, was the non-availability of staff quarters. It is expected that the staff quarters, must be provided in the schools in interior region. But anyway, the position in Gujarat is quite different. Similarly, in rural areas there is a need of the students' hostels in schools. But only 11 per cent of schools provided hostels. The investigator could see that there was a

need of hostels in some of the rural schools but they were not able to provide them, due to the lack of funds.

(c) Government Loan for the Extension of School Buildings

It is the policy of the State Government to give certain percentage of the grants for the extension or construction of school buildings. According to this policy, quite a number of schools availed of the opportunity. The Government offered the loan at meagre interests to the schools which did not have enough funds for the further expansion of the buildings.

The advantage of the grants and loans is availed of by nearly 50 per cent of the schools of the sample. Most of them received the grants once; but ten per cent schools received the grants more than once.

The investigator could observe during this interviews that most of the school managements were reluctant for asking for such grants as they believed in incurring the expenditure by themselves. But it is a noteworthy point that 60 per cent of schools received Government grants.

(i) The Durability of the Building

The buildings of the schools must be generally

durable. The table No. VI-5 reveals the data in this respect.

TABLE VI-5

Showing the Data Regarding the Durability of Buildings

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	31	38	31
Girls'	18	44	11	44
Mixed	89	57	29	13

Gujarat State	120	52	27	20

According to area				
City	22	55	27	18
Town	53	55	28	17
Rural	45	49	27	24

Gujarat State	120	52	27	20

According to managements				
Charity endowment trust	14	50	21	29
Public trust	43	72	28	-
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	38	20	41
Local Bodies	10	40	30	30
Missionary	4	75	25	-

Gujarat State	120	52	27	20
=====				

The differences among boys', girls' and mixed schools seem to be significant, but there is no cause to account of them as far as the investigator knows.

The greater proportion of city and town schools fulfil the condition than the rural schools. The rural schools tried to provide buildings in a compromising way. Moreover, some of the schools are managed by Local Bodies which used the rented buildings. These buildings were not quite good.

As regards the managements, the missionary managements, and public trust schools fulfil the condition to full extent. While about 40 per cent of the schools managed by State Government and life membership system do not fulfil the condition.

On the whole, twenty per cent of schools of Gujarat do not fulfil the condition because these buildings were rental, or partly rental and quite old.

(ii) The Class Ventilation

About the question on the ventilation the investigator recorded the following data during his school visits:

Fortyseven per cent of schools did not have

enough ventilation. Even the Grant-in-Aid Code provides the rule for enough ventilation. But 42 per cent of schools are at a loss of providing it. Out of these 42 per cent of schools, the conditions were quite intolerable in 14 per cent of schools.

Most of the schools had enough ventilation in the classrooms.

As the table VI-6 reveals this condition.

TABLE VI-6

Showing the Adequacy of Ventilation

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	15	23	62
Girls'	18	39	39	32
Mixed	89	63	28	9

Gujarat State	120	54	29	17

According to area				
City	22	27	45	27
Town	53	43	34	23
Rural	45	80	16	4

Gujarat State	120	54	29	17

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to managements				
Charity endowment trust	14	29	43	29
Public trust	43	88	12	-
Life membership system	5	40	40	20
Committee management	15	33	40	27
State Government	29	34	38	28
Local Bodies	10	30	40	30
Missionary	4	75	25	-

Gujarat State	120	54	29	17

It is fulfilled by 83 per cent of schools in Gujarat. Therefore, the differences in the fulfilment of the condition will be quite meagre. Even then, from the table VI-6, it can be observed that the rural schools fulfil the condition in greater proportion than the urban schools. And the public trust and missionary schools fulfil the condition to the extent of 100 per cent. While 30 per cent of schools managed by the Local Bodies do not fulfil the condition. On the whole, 54 per cent of schools fulfil the condition wholly, 29 per cent of schools fulfil the condition partly, and 17 per cent of schools do not fulfil the condition at all.

(iii) Toilet and Lavatory Arrangement

According to the Grant-in-Aid Code, this condition is prescribed for each school. But the schools seem to interpret the rule rather loosely. From the table VI-7, it can be observed that the greater number of girls' schools fulfil the condition partly, while the greater^{number}/of boys' schools fulfil the condition wholly.

The condition is fulfilled in greater proportion in town and city schools rather than in rural schools. In rural schools the investigator observed a vast area for public use. Hence, the managements of these schools did not pay greater attention to this condition. The greater proportion of missionary and public trust schools fulfil this condition. While nearly forty per cent of schools of all other managements do not fulfil the condition.

On the whole, 22 per cent of schools of Gujarat fulfil the condition wholly, 39 per cent fulfil the condition partly, and 39 per cent do not fulfil the condition at all. This basic need of the pupils is not satisfied in as many as 39 per cent of schools in Gujarat.

TABLE VI-7

Showing the Suitability of Toilet and
Lavatory Arrangement

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	23	31	46
Girls'	18	17	44	39
Mixed	89	22	39	38

Gujarat State	120	22	39	39

According to area				
City	22	36	32	32
Town	53	28	36	36
Rural	45	7	47	47

Gujarat State	120	22	39	39

According to managements				
Charity endowment trust	14	14	43	43
Public trust	43	26	37	37
Life membership system	5	20	40	40
Committee management	15	20	40	40
State Government	29	17	41	41
Local Bodies	10	20	40	40
Missionary	4	50	25	25

Gujarat State	120	22	39	39

(iv) Sufficiency of Drinking
Water Facilities

Another basic need is the facility for drinking water. This is revealed in the following table:

TABLE VI-8

Showing the Drinking Facilities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	23	46	31
Girls'	18	33	50	17
Mixed	89	35	37	28

Gujarat State	120	33	39	28

According to area				
City	22	50	36	14
Town	53	32	42	26
Rural	45	27	40	33

Gujarat State	120	33	39	28

According to managements				
Charity endowment trust	14	21	50	29
Public trust	43	47	30	23
Life membership system	5	40	40	20

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
Committee management	15	27	47	27
State Government	29	21	45	34
Local Bodies	10	30	50	20
Missionary	4	50	25	25
Gujarat State	120	33	39	28

The condition is fulfilled to a greater extent in girls' schools; and in city schools. In the rural area, the managements generally did not care much to provide for drinking water facilities, because, it is a tradition that the pupils used to go to nearby houses for drinking water. Moreover, there are a number of wells in every street in the villages of Gujarat.

Out of the managements, the greatest percentage of schools not fulfilling the condition belong to State Government.

On the whole, 33 per cent of schools in Gujarat fulfil the condition wholly, 39 per cent fulfil it partly and 28 per cent do not fulfil the condition at all.

(v) The Storeys and Staircases
of the School Buildings

The investigator observed that many schools had a heavy strength of the pupils and many a time, it so happened that the schools had very few staircases in comparison with the number of pupils in the schools. Now, the few staircases were such that the pupils on the third floor required entire recess for coming to the ground floor. In this way, the staircases played a part in wasting time of the pupils.

Table VI-9 reveals the position of the schools of Gujarat regarding the staircase facilities in schools. Without going into details one can observe that 25 per cent of schools fulfil the condition wholly, 33 per cent fulfil it partly and 42 per cent of schools do not fulfil the condition. The greater number of schools not fulfilling the condition are boys' schools, rural schools and belong to Local Bodies, charity endowment trust and State Government.

TABLE VI-9

Showing the Adequacy of Staircases

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	33	50
Mixed	89	27	35	38
Gujarat State	120	25	33	42

According to area				
City	22	14	50	36
Town	53	26	32	42
Rural	45	29	27	44
Gujarat State	120	25	33	42

According to managements				
Charity endowment trust	14	29	21	50
Public trust	43	21	47	33
Life membership system	5	20	40	40
Committee management	15	27	27	47
State Government	29	31	21	48
Local Bodies	10	20	30	50
Missionary	4	25	50	25
Gujarat State	120	25	33	42

The storeys of the school represented the strength of the school and the available space to the schools, because storeys are constructed only when the nearby area or space is not available. And also when the pupils of the schools increase, the need of additional rooms is met with, the construction of the storeys on the buildings. Totally, 60 per cent of schools had single storeyed buildings, 24 per cent of schools had double storeyed buildings and 16 per cent of schools were three storeyed buildings. Mostly, the single storeyed schools were situated in villages. The number of double storeyed schools was more in cities and less in villages, and three storeyed buildings were generally in cities.

The number of staircases is equally important. The number of staircase depends more, on the number of pupils. It is not the number of storeys that are important. Sometimes, a square shaped school, having two storeys only, required eight staircases for the strength of more than 3000 pupils a day. The schools having one staircase were 40 per cent, two staircases were 14 per cent, three staircases were 8 per cent, and four staircases were 8 per cent. The rest 30 per cent of them were on-the-ground buildings. But the three

storeyed buildings had only four staircases. The two storeyed buildings had only three staircases. This resulted into the congestion of space for pupil population. The investigator could observe that non-availability of proper number of staircases resulted into the difficulties for the students and into the wastage of time. As a result, proper order and discipline in the school were not maintained.

(3) The Room Facilities in the Schools of Gujarat

The criterion on the classrooms and special rooms included two fact finding questions and eight conditions. The conditions were as follows:

- (i) Suitability of classrooms,
- (ii) Flexibility in classroom use,
- (iii) Provision for different subject rooms,
- (iv) Provision for separate room for the principal,
- (v) Provision for separate room for teachers,
- (vi) Provision for separate science laboratory,
- (vii) Provision for spacious assembly hall, and
- (viii) Provision for large school library room.

The classroom and special rooms do play a very important role in schools. Which types of rooms are there? Before twentyfive years nobody was thinking - in India - regarding certain special rooms beyond some geography and science rooms. But now the need for special rooms is much felt. The spread of these ideas is quite visible from the data given by the schools.

Tables VI-10 to VI-18 reveal the data regarding the room facilities in the schools of Gujarat.

In most of the schools, the classrooms are suitable. Only in twelve per cent of schools the classrooms are not suitable. But, as regards the provision of subject rooms, seventyfive per cent of schools do not fulfil the condition. Classrooms are adequate in 80 per cent of schools. In 80 per cent of schools the flexibility of classroom use is maintained. In 44 per cent of schools separate room for the principal is not provided. In 59 per cent of schools, a separate room for teachers is not provided. Science laboratory is not maintained in 32 per cent of schools, Assembly hall is provided only in 55 per cent of schools. In 40 per cent of schools, the library room is not provided at all.

TABLE VI-10

Showing the Suitability of the Class-
rooms to Teaching Conditions

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	54	31	15
Girls'	18	50	44	6
Mixed	89	47	40	12
Gujarat State	120	48	40	12

According to area				
City	22	55	32	14
Rural	45	40	47	13
Town	53	53	38	9
Gujarat State	120	48	40	12

According to managements				
Charity endowment trust	14	57	29	14
Public trust	43	58	35	7
Life membership system	5	20	40	40
Committee management	15	40	47	13
State Government	29	41	52	7
Local Bodies	10	30	40	30
Missionary	4	75	25	-
Gujarat State	120	48	40	12

TABLE VI-11

Showing the Provision for Different
Subject Rooms in Schools

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	15	15	69
Girls'	18	11	6	83
Mixed	89	7	19	74
Gujarat State	120	8	17	75

According to area				
City	22	23	5	72
Rural	45	4	24	71
Town	53	6	15	79
Gujarat State	120	8	17	75

According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	5	16	79
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	7	10	83
Local Bodies	10	10	20	70
Missionary	4	50	50	-
Gujarat State	120	8	17	75

TABLE VI-12

Showing the Adequacy of Classrooms

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	62	31	8
Girls'	18	56	22	22
Mixed	89	29	49	21

Gujarat State	120	37	43	20

According to area				
City	22	27	36	36
Rural	45	55	36	9
Town	53	25	53	23

Gujarat State	120	37	43	20

According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	40	37	23
Life membership system	5	60	20	20
Committee management	15	40	40	20
State Government	29	31	52	17
Local Bodies	10	20	70	10
Missionary	4	50	25	25

Gujarat State	120	37	43	20

TABLE VI-13

Showing the Flexibility of Classroom Use

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to Pupil population				
Boys'	13	62	31	8
Girls'	18	61	22	17
Mixed	89	30	48	21
Gujarat State	120	38	42	19

According to area				
City	22	27	36	36
Rural	45	56	35	9
Town	53	28	51	21
Gujarat State	120	38	42	19

According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	44	35	21
Life membership system	5	60	20	20
Committee management	15	40	40	20
State Government	29	31	52	17
Local Bodies	10	20	70	10
Missionary	4	50	25	25
Gujarat State	120	38	42	19

TABLE VI-14

Showing the Provision for the Separate Room for
the Principal

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	31	31	38
Girls'	18	33	33	33
Mixed	89	26	26	48
Gujarat State	120	27	27	45

According to area				
City	22	32	32	36
Rural	45	31	31	38
Town	53	23	23	55
Gujarat State	120	27	27	45

According to managements				
Charity endowment trust	14	29	29	43
Public trust	43	33	33	35
Life membership system	5	40	40	20
Committee management	15	27	27	47
State Government	29	21	21	58
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	27	27	45

TABLE VI-15

Showing the Provision for the Separate Room for Teachers

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
According to pupil population	13	23	15	62
Boys'	13	23	15	62
Girls'	18	17	6	78
Mixed	89	26	19	55
Gujarat State	120	24	17	59
According to area				
City	22	36	32	32
Rural	45	22	22	56
Town	53	21	6	74
Gujarat State	120	24	17	59
According to managements				
Charity endowment trust	14	29	21	50
Public trust	43	21	16	63
Life membership system	5	20	20	60
Committee management	15	27	13	60
State Government	29	21	10	69
Local Bodies	10	40	20	40
Missionary	4	25	50	25
Gujarat State	120	24	17	59

TABLE VI-16

Showing the Science Laboratory of Adequate
Size

Classification of schools	Total No.of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	31	46	23
Girls'	18	33	50	17
Mixed	89	26	38	36

Gujarat State	120	27	41	32

According to area				
City	22	32	36	32
Rural	45	31	40	29
Town	53	23	43	34

Gujarat State	120	27	41	32

According to managements				
Charity endowment trust	14	29	50	21
Public trust	43	33	33	35
Life membership system	5	40	40	20
Committee management	15	27	47	27
State Government	29	21	45	34
Local Bodies	10	10	50	40
Missionary	4	50	25	25

Gujarat State	120	27	41	32

TABLE VI-17

Showing the Assembly Hall in Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	62	31	8
Girls'	18	22	44	33
Mixed	89	9	38	53
Gujarat State	120	17	38	45

According to area				
City	22	23	32	45
Rural	45	11	44	44
Town	53	19	36	45
Gujarat State	120	17	38	45

According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	26	35	40
Life membership system	5	20	40	40
Committee management	15	13	40	47
State Government	29	7	41	52
Local Bodies	10	10	40	50
Missionary	4	50	25	25
Gujarat State	120	17	38	45

TABLE VI-18

Showing the School Library in Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	39	44
Mixed	89	26	36	38
Gujarat State	120	25	35	40

According to area				
City	22	14	49	37
Rural	45	29	29	42
Town	53	26	34	40
Gujarat State	120	25	35	40

According to managements				
Charity endowment trust	14	29	21	50
Public trust	43	21	51	28
Life membership system	5	20	40	40
Committee management	15	27	27	47
State Government	29	24	28	48
Local Bodies	10	30	20	50
Missionary	4	50	25	25
Gujarat State	120	25	35	40

The responses of the girls', boys' and mixed schools show some differences. And generally, no obvious cause can account for this.

Generally, greater proportion of city schools, fulfil the conditions. This is so, because the managements of city schools are better oriented to the modern trends in the school buildings.

As regards the managements, comparatively greater proportion of schools managed by Local Bodies and State Government do not fulfil most of the conditions. But, the schools managed by missionaries show greater fulfilment of the conditions. The schools having other facilities like decent rooms, toilet rooms, water room, cycle shades, corridors, workshops, etc. are considerable in number.

(4) Furniture, Equipment and
Special Facilities

The criterion on the furniture, equipment and special facilities, included five questions, out of which four questions were meant for collecting information. On the basis of the collected information and

interviews with the school principals, the investigator rated the conditions given in the fifth question on this aspect. The four conditions were as follows:

- (i) Adequacy of furniture in the classrooms,
- (ii) Adequacy of furniture in special rooms,
- (iii) Adequacy of teaching aids for different subjects.
- (iv) Sufficient number of books in the school library.

The tables VI-19 to VI-22 reveal the position. It can be observed that 84 per cent of schools fulfil the condition on furniture in classrooms and special rooms. Most of the schools, not fulfilling the condition, are situated in city areas, are mixed schools and are owned by Local Bodies' managements,

The investigator recorded that there were good number of schools possessing single wall blackboards, double wall blackboards, bulletin boards, double desk benches, picture case, and time-table boards, etc. It was also recorded that all the schools had chairs and tables for teachers in the classrooms. Ninety per cent of schools had plus and minus benches which is a common type of furniture in schools. Nineteen per cent of schools had the cupboards for class libraries.

TABLE VI-19

Showing the Adequacy of Furniture in Classrooms

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	38	46	15
Girls'	18	39	50	11
Mixed	89	27	56	17
Gujarat State	120	30	54	16

According to area				
City	22	41	50	9
Rural	45	31	49	20
Town	53	25	60	15
Gujarat State	120	30	54	16

According to managements				
Charity endowment trust	14	29	50	21
Public trust	43	37	47	16
Life membership system	5	40	40	20
Committee management	15	27	60	13
State Government	29	21	69	10
Local Bodies	10	20	60	20
Missionary	4	50	25	25
Gujarat State	120	30	54	16

TABLE VI-20

Showing the Adequacy of Equipment in the Special
Rooms

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	23	54	23
Girls'	18	28	44	28
Mixed	89	30	39	30

Gujarat State	120	29	42	29

According to area				
City	22	32	36	32
Rural	45	29	42	29
Town	53	28	43	28

Gujarat State	120	29	42	29

According to managements				
Charity endowment trust	14	21	57	21
Public trust	43	37	26	37
Life membership system	5	20	60	20
Committee management	15	27	46	27
State Government	29	28	45	28
Local Bodies	10	20	60	20
Missionary	4	25	50	25

Gujarat State	120	29	42	29

TABLE VI-21

Showing the Adequacy of Teaching Aids

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	54	15	31
Girls'	18	22	28	50
Mixed	89	9	55	36
Gujarat State	120	16	47	37

According to area				
City	22	23	27	50
Rural	45	9	36	55
Town	53	19	45	36
Gujarat State	120	16	47	37

According to managements				
Charity endowment trust	14	7	36	57
Public trust	43	26	70	5
Life membership system	5	20	20	60
Committee management	15	13	40	47
State Government	29	4	31	65
Local Bodies	10	10	30	60
Missionary	4	50	50	-
Gujarat State	120	16	47	37

TABLE VI-22

Showing the Equipment in the Library

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	31	38	31
Girls'	18	56	28	17
Mixed	89	19	48	32
Gujarat State	120	26	44	30

According to area				
City	22	36	36	27
Rural	45	38	40	22
Town	53	11	51	38
Gujarat State	120	26	44	30

According to managements				
Charity endowment trust	14	14	43	43
Public trust	43	44	54	2
Life membership system	5	20	20	60
Committee management	15	20	40	40
State Government	29	10	48	41
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	26	44	30

These are just the minimum facilities expected of any school in Gujarat. But the investigator noted that there were ^avery ~~a~~ few schools in Gujarat which did not provide even these minimum facilities.

Special room equipments are provided by 71 per cent of schools. In 29 per cent of schools, equipment for special rooms is not adequate. Adequate teaching aids are provided in 63 per cent of schools and 70 per cent of schools provide good equipment in the library.

The investigator recorded that the idea of having audio-visual aid facilities has considerably spread over the schools. Moreover, the schools are also given grants for such aids. And the response suggests that the schools have good number of facilities. Apart from the common aids like objects and models, map cupboards and drawers are quite common. The other aids like projectors, loudspeakers, radio, filmstrip projectors are considerably introduced in schools. This is the result of Five Year Plans and considerable amount of Government grants for such aids.

As regards the other facilities the schools

mention certain special facilities which they were having with them, e.g.: drinking fountains, audio-visual rooms, spacious compounds, drama stage and equipment, permanent, picture and chart gallery, school broadcasting set, language boards, etc.

Seventyone per cent of schools could get electric facilities due to the rapid increase in electric power stations.

The differences in the fulfilment of these conditions in the boys', girls' and mixed schools cannot be accommodated for, by any obvious reasons.

The greater percentage of city schools fulfil most of these conditions due to proper orientation and availability of guidance from the training colleges.

Among the managements, the greater number of schools managed by missionaries and public trust fulfil the condition. This is so, because, these managements were efficient and were properly oriented to these ideas.

On the whole, the schools not fulfilling these various conditions range from 16 per cent to 37 per cent.

(5) Availability of Materials
and Storage Facilities

The criterion included three conditions as follows:

- (i) Availability of materials,
- (ii) Availability of storage facilities,
- (iii) Effective use of physical facilities.

It can be observed from the tables VI-23 to 25 that in the entire Gujarat State, the criterion is fulfilled in almost 70 per cent of schools. Moreover, the condition on materials is fulfilled by greater percentage of girls' schools and mixed schools; rural schools and city schools; and by the schools managed by missionaries and State Government.

It was recorded by the investigator that drawing material is available in 73 per cent of schools, while in 47 per cent of schools, it is not available for conducting projects. The drawing boards are available in only 7 per cent of schools. The facilities for duplicating were available in 84 per cent of schools. Most of the schools are now using this type of facility for printing. This is a good sign. Good amount of stationary was available in 72 per cent of schools.

The table No. VI-23 reveals the data.

TABLE VI-23

Showing the Availability of Materials

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	38	15	46
Girls'	18	44	39	17
Mixed	89	26	56	18

Gujarat State	120	30	49	21

According to area				
City	22	45	36	18
Rural	45	31	60	9
Town	53	23	45	32

Gujarat State	120	30	49	21

According to managements				
Charity endowment trust	14	29	50	21
Public trust	43	40	40	21
Life membership system	5	40	20	40
Committee management	15	27	60	13
State Government	29	21	69	10
Local Bodies	10	10	30	60
Missionary	4	50	50	-

Gujarat State	120	30	49	21

TABLE VI-24

Showing the Availability of Storage Facilities

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	23	31	46
Girls'	18	39	22	39
Mixed	89	35	49	16

Gujarat State	120	34	43	22

According to area				
City	22	50	36	14
Rural	45	27	35	38
Town	53	34	53	13

Gujarat State	120	34	43	22

According to managements				
Charity endowment trust	14	21	43	36
Public trust	43	49	37	14
Life membership system	5	40	20	40
Committee management	15	27	40	33
State Government	29	21	52	27
Local Bodies	10	30	60	10
Missionary	4	50	50	-

Gujarat State	120	34	43	22

TABLE VI-25

Showing the Effectiveness of the Use of Physical
Facilities

Classification of schools	Total No. of Schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	23	38	38
Girls'	18	22	28	50
Mixed	89	26	51	23
Gujarat State	120	25	46	29

According to area				
City	22	14	41	45
Rural	45	29	40	31
Town	53	26	53	21
Gujarat State	120	25	46	29

According to managements				
Charity endowment trust	14	29	43	29
Public trust	43	21	42	37
Life membership system	5	20	20	60
Committee management	15	27	40	33
State Government	29	31	52	17
Local Bodies	10	20	70	10
Missionary	4	25	50	25
Gujarat State	120	25	46	29

It can be observed from the table VI-24 that storage facilities were available in 77 per cent of schools. It can be observed that greater number of mixed schools fulfil the condition than the boys' and girls' schools. The greater proportion of schools fulfilling the condition are city schools and town schools, and the schools managed by missionaries, Local Bodies and public trust.

It is encouraging to note that about 70 per cent of schools are now making effective use of the physical facilities. ~~Thirty~~ per cent of schools are not able to make effective use of the physical facilities due to the lack of orientation, guidance and direction.

(6) Maintenance of the School Buildings

The data about maintenance of the school buildings is indicated in the tables VI-26-27. Howsoever, good may be the school building, it requires proper care and maintenance. The school properties must be well cared for. This criterion included one question and two conditions. The two conditions were as follows:

- (i) Periodical systematic inspection of the school properties.
- (ii) Keeping school building in good conditions.

TABLE VI-26

Showing the Inspection of School Properties

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	23	38	38
Girls'	18	33	28	39
Mixed	89	35	57	15

Gujarat State	120	33	46	21

According to area				
City	22	50	36	14
Rural	45	27	40	33
Town	53	32	55	13

Gujarat State	120	33	46	21

According to managements				
Charity endowment trust	14	21	43	36
Public trust	43	47	42	12
Life membership system	5	40	20	40
Committee management	15	27	40	33
State Government	29	21	55	24
Local Bodies	10	30	60	10
Missionary	4	50	50	-

Gujarat State	120	33	46	21

TABLE VI-27

Showing the Care about the Condition of the
School Buildings

Classification of schools	Total No.of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	54	31	15
Girls'	18	44	11	44
Mixed	89	45	27	28

Gujarat State	120	46	25	29

According to area				
City	22	50	27	23
Rural	45	38	22	40
Town	53	51	26	23

Gujarat State	120	46	25	29

According to managements				
Charity endowment trust	14	57	21	21
Public trust	43	55	26	19
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	34	17	48
Local Bodies	10	30	20	50
Missionary	4	75	25	-

Gujarat State	120	46	25	29

It can be observed from the tables VI-26 and VI-27, that more than 70 per cent of schools fulfil the conditions. Most of the city schools fulfil the conditions. Among the managements, the greater percentage of schools managed by the missionary management, and the public trust fulfil the condition. It was observed that fiftysix per cent of schools spent after beautifying and colouring the building; while 64 per cent of schools did not see the need for this. Twentynine per cent of schools had to reconstruct their buildings. They had to spend a considerable amount over this; and 42 per cent of schools did not have to spend any amount over this. Most of the schools have to spend the amount because of the increase of the pupils in the school. The increasing pressure of pupils leads the schools to expand their buildings.

From the data, we can observe that the schools do take care of their buildings. They avail of the advantage given by the Government.

IV. OBSERVATIONS

(1) The Site

The site is accessible to pupil population in

83 per cent of schools. This condition on the accessibility of the site is generally satisfactory.

Generally in city areas, some of the schools are situated near places (like cinema house, theatre, market etc.) which distract attention.

The site is adequate in the most of the schools of Gujarat. But, in 17 per cent of schools the site is not at all adequate.

The playground is considered to be the essential requirement for the schools, in Grant-in-Aid Code. The problem of playground is acute in city schools due to the shortage of space in the developing cities. Most of the rural schools have good playgrounds because of the availability of the grounds at a cheaper rate.

It was observed that generally missionary schools and public trust schools are quite better off in terms of the site and the playground than the schools of other managements; while the schools managed by Local Bodies and the State Government create a poor picture as regards this criterion.

(2) The Buildings

It was observed that only 25 per cent of

school buildings were owned by the managements and the rest of them were either acquired on rental basis or belonged to Government. It was also observed that the school buildings that are owned by the managements were well planned for school purposes, while fifty per cent of the acquired buildings had to be modified for school purposes. The remaining 25 per cent of buildings were built for other purposes than schools. As a result, the facilities were not properly maintained in those buildings.

It was observed that the staff quarters were provided only in 2 per cent of schools. This is so because the department is not making it compulsory for the managements.

Nearly 50 per cent of schools availed of the advantage of Government loan for extension of school buildings. The Five Year Plans contributed positively in this direction.

Generally speaking, the buildings of the most of the schools are quite durable. The buildings of the schools managed by the missionary and public trust are excellent from the point of view of durability. The greater number of school buildings of the city schools

are found to be better than the rural schools from the point of view of durability. Only 20 per cent of the schools of Gujarat do not fulfil the condition.

The classroom ventilation is quite satisfactory in 83 per cent of schools.

The condition on toilet and lavatory arrangements is quite essential for schools. But, 39 per cent of schools did not fulfil the same. This was so, because in rural schools the managements did not feel that this is an essential requirement.

Twentyeight per cent of schools did not fulfil the condition of sufficiency of drinking water facilities. This is again a basic requirement which was not fulfilled by quite a number of schools inspite of the strict provision of rule in the Grant-in-Aid Code.

It was observed that multistoreyed buildings were in cities; while the rural schools had single storeyed buildings. It was also observed that in quite a considerable number of schools the staircase facilities were not proper, which disturbed the general working of the school.

(3) The Room Facilities

(1) It was observed that generally the room facilities were quite satisfactory in most of the schools of Gujarat. But there were a few schools which did not provide even the teachers' room and the principal's room.

(2) There were a few schools which provided good facilities like: the lunch room, the museum, the auditorium, the deadstock room, the social studies room, cycle shades, water room, etc.

(3) Generally, the greater proportion of city schools fulfil the requirement in terms of classrooms and special rooms.

(4) Among the managements, the missionary managements show^{-ed} the best picture as regards the room facilities in their schools; and the schools managed by the State Government and Local Bodies show^{-ed} poor picture regarding the most of the conditions in this criterion.

(5) It was observed that there was a lack of proper concept among the members of the school

management committee, regarding the building plan of the schools. It is not that they did not spend money over furniture, rooms, etc., but expert advice was not sought in a number of cases.

As a result, we find that there are schools in Gujarat which provide maximum facilities, while there are also quite a few schools which did not provide the minimum necessities like the principal's room, proper number of benches in the classrooms, etc.

(6) It is also a noteworthy feature that some progressive schools have introduced facilities like toilet rooms, cycle shades etc. and also that a few schools did exist without essential facilities like lavatory, water room, playground, etc. All such conditions prevailed in schools because Grant-in-Aid Code rules were not strictly followed.

(7) Irrespective of any other factors, the greatest simple factor contributing to the adequacy of the school buildings was their newness. The buildings constructed recently were more adequate than the older ones. The expert advice of the architects and building contractors is gradually being sought while constructing school buildings.

(4) Furniture and Equipment

The investigator could observe the following points from the data collected:

(1) The classroom furniture was satisfactory to a considerable extent. But it is time now to change the system of benches and arrangement of sitting.

(2) The equipments in the school buildings are gradually increasing. The audio-visual aids are being purchased in an increasing number of schools.

(3) The picture of facilities in schools was progressive in comparison with the picture a decade or two ago. This was expressed by the principals in the interviews. Five Year Plans of Government of India and Ministry of Education, the Technical Co-operation Mission (T.C.M.) aid from America has certainly helped much in this direction.

(4) It seems that some of the latest developments in education are also creeping in schools. Innovations like the use of sliding boards, loudspeakers, audio-visual aids, communication system from the principal's room, are getting their place. This is no doubt a happy sign.

(5) Some of the ideas, quite recent and useful, were also introduced in schools though very slowly. The ideas like: (i) fountain system of drinking water, (ii) a change in the blackboards, (iii) drama stage, (iv) schools rooms to be used by the pupils as study rooms after school hours, (v) recent audio-visual aids like tape-recorder, recent amenities like telephones and loudspeakers, etc. showed the sign of recent trends in terms of school building equipment.

(6) The criterion was fulfilled in about 70 per cent of schools. The missionary management and public trust schools were the schools which fulfilled the criterion in the greatest proportion.

(7) This criterion was wholly fulfilled in greater percentage of city schools because of the proper orientation of the managements and the principals of city schools.

(5) Material and Storage Facilities

(1) It was observed that generally the schools of Gujarat were not lacking in the materials like maps, graphs, charts, etc.

(2) Storage facilities were also available in

schools. Some of the city schools spared a special store room for this.

(3) But in the third condition, ~~on, as to~~, about effective use of available physical facilities, most of the schools showed poor management of the affair. This was so, because effective use of the physical facilities was only made by certain progressive schools. It was really a puzzling question as to why the teachers were not using the aids and physical facilities like drawing boards, coloured chalks, maps, charts, games, materials, library books, magazines, etc.

(4) It is not quite surprising to see that the schools run by the State Government presented a poor picture in this respect. Because, the Government machinery is so stereotyped in its dealing with these schools, that these schools do not get any impetus from the Government.

(5) Among the management of schools, the missionary schools showed better picture than other schools, as regards this criterion.

(6) Among the city, rural and town schools, greater number of city schools fulfil the criterion

wholly because of better orientation and better amount of information on the part of managements and the principals.

(6) Maintenance of the School Buildings

(1) It was observed that about 70 per cent of schools were taking proper care of their materials and buildings.

(2) Greater proportion of the missionary schools and public trust schools fulfilled the condition.

(3) The investigator observed that the reason for the absence of fulfilment of this condition was mainly the lack of orientation of the managements and principals about this matter.

REFERENCES

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