

CHAPTER VII

THE ORGANISATION AND ADMINISTRATION OF SECONDARY SCHOOLS

- I. The Basis of School Administration.
- II. The Questions in the Questionnaire.
- III. The Analysis of the Data.
 - (1) The Selection and Composition of the Teacher Personnel:
 - (i) The Selection Procedure,
 - (ii) The Criteria for Selection,
 - (iii) The Number of Teachers per Class,
 - (iv) The Professional Training of Teachers,
 - (v) The Experience of Teachers.
 - (2) Conditions of Service:
 - (i) Security of Tenure of Office,
 - (ii) Equitable Workload,
 - (iii) Extra Class Responsibility,
 - (iv) Suitability of the Staff,
 - (v) Teacher-Pupil Ratio,
 - (vi) Encourage for Professional Equipment.
 - (3) Staff Organisation:
 - (i) Organisation on Departmental Lines,
 - (ii) Filled in Posts,
 - (iii) Giving the Teaching Work,
 - (iv) Regular Staff Meetings.

(4) Managing Committee:

- (i) Determination of the Policy,
- (ii) Handing over of Executive Functions,
- (iii) Holding Regular Meetings,
- (iv) Keeping Minutes of Meetings,
- (v) Composition of the Managing Committee,
- (vi) Exercise of Powers in Consultation with the Principal.

(5) The School Headmaster:

- (i) The Division of Time,
- (ii) Provision of Assistance to New Teachers,
- (iii) Development of Feeling of Security in Teachers,
- (iv) Helping the Staff in Their Professional Equipment.

(6) Health and Medical Staff:

- (i) Qualified Person for the First Aid,
- (ii) Keeping Up-to-date Medical Records,
- (iii) Calling Attention of the Parents to the Remedial Defects,
- (iv) Carrying Systematic Followup Work.

(7) Pupils' Records:

- (i) Availability of Records,
- (ii) Proper Followup Work,
- (iii) Maintenance of Cumulative Record Card.

(8) Reports to Parents:

- (i) Periodic Reports to Parents,
- (ii) Encouragement to Parents,
- (iii) Discussion on Reports.

(9) School Finance:

- (i) Preplanning and Adopting the Budget,
- (ii) Adequacy of the Budget,
- (iii) Facilities to the Pupils from the Term Fee Accounts,
- (iv) Phased Expenditure Programme,
- (v) Development of the School from the Surplus,
- (vi) Suggestions from the Teachers.

(10) The School Schedule and Time-Table:

- (i) Preplanning of the Schedule,
- (ii) Co-operative Process in Planning,
- (iii) Improvements in Planning the Schedule,
- (iv) Working of the Time-Table on the Opening Day,
- (v) Meeting the Curricular Needs in the Time-Table,
- (vi) Meeting the Community Needs in the Time-Table.

IV. Observations

- (1) The Selection and Composition of Teacher Personnel.

- (2) Conditions of Service,
- (3) Staff Organisation,
- (4) Managing Committee,
- (5) The Headmaster,
- (6) Health and Medical Staff,
- (7) Pupil Records,
- (8) Reports to Parents,
- (9) School Finance,
- (10) The School Schedule and Time-Table.

In the previous chapter, we discussed the physical facilities of secondary schools of Gujarat. In this chapter, an account of the school organisation and administration is presented. The points of study are: (i) The selection of the staff, (ii) Conditions of work, (iii) Staff organisation, (iv) The Managing Committee, (v) The role of the principal, (vi) Health and medical staff, (vii) Pupil records, (viii) Reports to parents, (ix) School finance and (x) School schedule.

The investigator improved upon the previous questionnaires and prepared schedules out of it to be filled in by him. He went from school to school and filled in the data in consultation with the principal and other members of the staff. Then he himself rated the schools on various conditions.

Each aspect of the school organisation and administration is discussed separately and in connection with the next aspect. There is a sort of interrelatedness between these aspects. This chapter contains the analysis of the questions demanding factual data, the

ratings by the investigator and the extracts of the report of the interviews of the investigator with the principals. Wherever necessary the figures and tables are given. The report is as brief, as far as possible.

I. THE BASIS OF SCHOOL ADMINISTRATION

The term 'administration' suggests control. The problem of educational administration is to control conditions in high schools to ensure the fullest possible growth and development of pupils. Its primary function is to help and to improve the learning process. Learning and teaching are the most important acts of education and the duty of the administrator is to enable the right pupils to receive the right education from the right teachers, to provide an equitable distribution of educational opportunities in the institution consistent with the needs of ^{the} society.

School administration which does not facilitate education is a wastage of public funds. School administration, therefore, exists only for the pupil and its efficiency must be measured by the extent to which it contributes to teaching and learning.

The administration of any institution is

always a co-operative enterprise in which the principal, teachers, clerical staff and students share the success and efficiency of the institution which depends on all of them individually and jointly. Students can help the institution by doing the work assigned to them in the classroom and co-curricular activities, by helping to keep the school premises clean, maintaining order and discipline and close observance of the rules of discipline and conduct. The teachers can co-operate by maintaining a high standard of teaching, consistent with their dignity in and outside their classes, maintaining diaries, registers and individual records.

In our ordinary conversation what we mean by educational administration, is the management of schools which comprise office work, maintenance of discipline, framing of time-table, recruiting teachers, attending to school correspondence, keeping school records and documents in proper order, etc. We don't usually distinguish between school management and educational administration. The management of schools is only a part of educational administration which is a very comprehensive term and which is concerned not only with the plan of organization and the procedures being utilized but also with the process by which these

practices are adopted. Support for them is maintained and new practices are concerned not only with the planning and executing of the day-to-day routine work, but they are also concerned with framing long term policies and objectives by bringing persons of different training and experience into active participation.

The days of autocracy are gone and a new chapter has been opened in the history of human thought with the advent of democracy. Respect for the personality of the individual, regard for his interests and potentialities, faith in his inherent goodness and ability to contribute towards the enrichment of the environment are the broad components of the democratic philosophy. Our school organisers have to adhere to this human philosophy and should organize their programme in such a way, that each individual attains his fullest development in harmony with the progress of society. With such recent trends in school administration, we try to study, the present position of teachers in the schools of Gujarat.

Teachers are the pivot of the educational system of a country. No system of education can rise above the level of its teachers. Upon the teachers of

How? ?
 this country, its future depends. Unless the society is made to recognize this fact and to give the teaching profession the status, emoluments and public system it so richly deserves and unless teachers live up to their noble vocation; the future of education and of our infant republic will both be in grave jeopardy.

About the selection of the teaching personnel, Humayun Kabir, the former Educational Secretary, Government of India, rightly said that in working of any educational renaissance, the teacher must inevitably play the central role and all those measures designed to improve the quality of his professional efficiency add to the promise of successful educational reconstruction.

The principal is also first a teacher and then a principal. Therefore, all these points can be applied to principals as well. Moreover, there can be no organization without a leader. If a school is to be an organized body, it must also have a leader and that leader is the principal. He holds a key position in the school. He is the seal and his school is the wax and few men have higher duties and responsibilities than the principal.

When such is the importance of the teaching personnel, the qualities needed of them, also must be very high.

If such is the importance of the staff of the school, the service conditions of the staff must be properly considered. The staff must be properly trained. They must be given due facilities, and their status must be maintained. In this way, certain questions crop up, What are the conditions of selection of the staff? What should be the nature of the composition of the staff? What are the conditions of service? How is the staff organized? What are the special powers of the board of management? What is the organization of administrative machinery? What is the experience range of staff members? What is the proportion of the male and female, trained and untrained teachers? What are the selection procedures for the staff? What is the principal's position in the school committee? What is the proportion of the shifting staff? What are the views of the teachers regarding the present salary schedule? What special facilities like stipends etc. are provided to the teachers for training? What are the problems of the present conditions of staff? What should be done to

meet these problems? These are the questions which require to be answered. The following sections try to provide an answer to these questions.

II. THE QUESTIONS IN THE QUESTIONNAIRE

In the questionnaire, several open and closed type of questions were placed, according to the determined criteria. In all, the questions and conditions were based on ten criteria. These criteria were as follows:

- Ref.*
- (1) Selection and composition of the personnel,
 - (2) Conditions of service,
 - (3) Staff organization,
 - (4) The Managing Committee,
 - (5) The role of the principal,
 - (6) Health and medical staff,
 - (7) Pupil records,
 - (8) Reports to parents,
 - (9) School finance,
 - (10) The school schedule.

The present position of each criterion is presented according to the analysis of each question. The data includes three things:

- (i) The analysis of the data in fact finding questions,
- (ii) The analysis of evaluative questions,
- (iii) The opinions of the principals in the interviews.

III. THE ANALYSIS OF THE DATA

1. The Selection and Composition of the Teacher Personnel

The criterion of selection comprises the following conditions:

- (1) The selection procedure,
- (2) The criteria for selection,
- (3) The number of teachers per class,
- (4) The professional training of teachers,
- (5) The experience of teachers.

The procedure of selection comprises several stages:

- (i) Advertisement and inviting applications,
- (ii) Scrutinizing applications,
- (iii) Interviews or preliminary meeting,
- (iv) Observation of lessons to be given by

the candidates, and

- (v) Giving appointment order and acceptance of the appointment.

It is interesting to note, therefore, who selects the teachers and how the teachers are selected.

(i) The Process of Teacher Selection

The present position of the adequacy of teacher selection procedures in Gujarat is indicated in the table No. VII-1.

TABLE VII-1

Showing the Number of Schools fulfilling the Condition on Teacher Selection Process

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	22	28	50
Mixed	89	17	47	36

Gujarat State	120	19	43	37

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

According to area				
City	22	14	36	50
Rural	45	27	40	33
Town	53	15	49	36

Gujarat State	120	19	43	37

According to managements				
Charlty endowment trust	14	-	43	57
Public trust	43	23	65	12
Life membership system	5	20	20	60
Committee management	15	13	40	47
State Government	29	17	28	55
Local Bodies	10	30	10	60
Missionary	4	50	50	-

Gujarat State	120	19	43	37

The greater number of boys' schools fulfill the condition. There is no obvious reason for this situation.

The teacher selection process is properly carried out in the rural schools than in the city and town

schools. The condition is wholly fulfilled in 27 per cent of schools and is partly fulfilled in 40 per cent of schools in rural areas. In city and town schools, generally the school committee took active interest and did not allow the principals to use their own discretion. At times, it was also observed that in some schools the principal alone used to select the teachers, wherein the school committee did not participate. In some of the leading schools, the committee has bestowed all powers upon the headmasters or principals.

The investigator recorded that in 20 per cent of schools only the principals selected the teachers. In 17 per cent of schools only the committee members (without the principal) selected the teachers and in 63 per cent of schools, the teacher selection process was found to be more or less a co-operative process.

Among the managements, the schools managed by missionaries and public trust, fulfil this condition to a greater extent. While in greater number of schools managed by other managements, the condition was not fulfilled.

On the whole, in the Gujarat State, the

condition is wholly fulfilled by 19 per cent of schools and partly by 43 per cent of schools. Totally, the condition is not fulfilled by 37 per cent of schools.

The Government has given proper rules regarding this, but the schools do not follow the rules to the desired extent, in spite of the machinery of inspection by the Departmental staff.

(ii) The Criteria of Teacher Selection

The teacher selection is an important process. The teachers should be selected on the basis of the fitness of candidates. The table No. VII-2 reveals the data.

TABLE VII-2

Showing the Fulfilment of the Condition on the Criteria of Teacher Selection

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

According to pupil population				
Boys'	13	31	54	15
Girls'	18	33	61	6
Mixed	89	28	53	19

Gujarat State	120	29	54	17

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

According to area				
City	22	32	64	5
Rural	45	33	42	24
Town	53	25	60	15

Gujarat State	120	29	54	17

According to managements				
Charity endowment trust	14	29	50	21
Public trust	43	35	46	19
Life membership system	5	40	20	40
Committee management	15	40	47	13
State Government	29	17	76	7
Local Bodies	10	10	60	30
Missionary	4	50	50	-

Gujarat State	120	29	54	17

The greater proportion of boys' schools fulfil this condition, in comparison with the girls' and the mixed schools. In the boys' schools the principals have a chance to select from among a number of teachers. In the girls' schools, this is not so, because enough number of lady teachers are not available. Therefore,

the schools have to select any teacher that is available.

A greater proportion of city schools fulfil this condition. While 24 per cent of rural schools and 15 per cent of town schools do not fulfil this condition. This is so, because greater number of teachers were available in cities rather than in villages. Due to industrialization, the shift from villages to the cities is imminent. Most of the teachers like to settle in cities.

As regards the managements, the Local Bodies and the life membership system of managements did not fulfil this condition to the extent of 30 per cent and 40 per cent of schools respectively. The greater percentage of schools which fulfil the condition belong to State Government and missionaries. Generally, the State Government schools select the teachers on definite criteria laid down by them. Similarly, in the committee management schools the teachers are selected on the basis of definite laid down procedures.

On the whole, in the Gujarat State, totally, 16 per cent of schools do not fulfil the condition. This suggests a satisfactory picture of teacher selection

for the schools of Gujarat.

(iii) The Teacher Requirement
in the Schools of Gujarat

The table No. VII-3 reveals the data. Seventy-seven per cent of the boys' schools do not fulfil the condition. There was a great amount of shifting of teachers in the boys' schools.

TABLE VII-3

Showing the Conditions on Availability of
Enough Number of Teachers per Class

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

According to pupil population				
Boys'	13	15	8	77
Girls'	18	17	39	44
Mixed	89	21	58	20

Gujarat State	120	20	50	30

According to area				
City	22	36	32	32
Rural	45	7	56	38
Town	53	25	53	23

Gujarat State	120	20	50	30

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

According to managements				
Charity endowment trust	14	14	43	43
Public trust	43	33	65	2
Life membership system	5	20	20	60
Committee management	15	7	60	33
State Government	29	10	45	45
Local Bodies	10	10	10	80
Missionary	4	50	50	-

Gujarat State	120	20	50	30

It can be observed from the table that 36 per cent of city schools fulfil the condition wholly while only 7 per cent of rural schools fulfil the condition wholly. This shows that in cities enough number of teachers were available while in rural areas it was not so. Really, this is a typical situation of Gujarat. Teachers are not ready to settle in rural areas. In 53 per cent of rural schools the condition is partly fulfilled.

The schools were ready to employ teachers but the teachers were not available for a short duration of

time. It depended upon the nature of the posts. Teachers were not ready to go to rural areas for temporary period of time.

Among the managements, the missionary management and public trust fulfil the condition in 100 per cent and 98 per cent of schools. These managements used to give additional increments to the teachers. According to the Grant-in-Aid Code, four additional increments are approved by the State Department. The Department gives Government contribution over it. But the investigator observed that these managements were giving more increments than the approved ones. As a result, the staff was comparatively more steady in these schools. The schools managed by Local Bodies and life membership system fulfil the condition in a very small proportion. These managements were economically backward managements, in the sense that, their budgets were deficit budgets. As a result, even though, these schools were located in interior villages, the managements were not ready to give additional increments or any other facilities. As a result, therefore, enough number of teachers were not available, in the schools under the management of Local Bodies and life membership system.

(iv) Training of Teachers

Merely having adequate number of teachers in the school is not enough. The teachers should be professionally qualified for the job. The table No. VII-4 reveals the data.

TABLE VII-4

Showing the Professional Training
of Teachers in Schools

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

According to pupil population				
Boys'	13	15	46	38
Girls'	18	22	56	22
Mixed	89	10	62	29

Gujarat State	120	12	59	28

According to area				
City	22	37	54	9
Rural	45	7	53	40
Town	53	8	66	26

Gujarat State	120	12	59	28

According to managements				
Charity endowment trust	14	7	64	29

Classification of schools	Total No. of schools	Rating on the condition		
		% A	B	C
Public trust	43	26	51	23
Life membership system	5	20	60	20
Committee management	15	7	67	27
State Government	29	-	59	41
Local Bodies	10	-	80	20
Missionary	4	25	50	25
Gujarat State	120	12	59	28

Greater number of boys' schools do not fulfil the condition. Only 15 per cent of boys' schools fulfil the condition wholly. While greater number of girls' schools fulfil the condition wholly or partly. The staff in the girls' schools is professionally better equipped i.e. more number of teachers are qualified in girls' schools than in the boys' schools.

Ninety one per cent of schools in the cities fulfil the condition, in comparison with the rural and town schools. It is discussed on previous pages that the city schools have advantage of getting trained teachers because many teachers try to get settled in

cities, after their passing of the B.Ed. degree examination. But, in rural areas, there is dearth of qualified teachers, as can be seen from the table.

The investigator noted particularly the number of trained and untrained male and female teachers in schools. From the data, the investigator arrived at the following observations:

- (1) The number of trained graduate male teachers is approximately double the number of untrained male graduates.
- (2) The number of trained female graduates is approximately equal to the number of untrained female graduates.
- (3) The number of trained male undergraduates is one and half times the number of untrained male undergraduates.
- (4) The number of trained female undergraduates is approximately equal to the number of untrained female undergraduates.
- (5) It was observed that in many schools provision of stipends is made for the teachers under training.

As regards the managements, it can be observed that again here also, the greater number of missionary and public trust schools fulfil the condition. Not a single school from the Government and Local Bodies fulfils this condition wholly. The reasons for this are ^{the} same as discussed on earlier pages.

On the whole, it was observed that this condition was fulfilled in greater proportion by the schools in districts of Baroda, Ahmedabad, Rajkot, Kaira and Jamnagar. A very significant cause of this situation is that, all these districts have got training colleges in their capital cities. Therefore, these schools have a definite advantage of getting qualified teachers.

On the whole, it can be observed that only 12 per cent of schools fulfil the condition wholly, 59 per cent of schools fulfil it partly and 28 per cent of schools do not fulfil it at all.

(v) The Experience of Teachers

Generally, the experienced teachers help the fresh teachers. Therefore, in every school certain number of experienced teachers is necessary.

TABLE VII-5

Showing the Percentage of Schools Fulfilling
the Condition on Experienced Teachers in
Schools

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

According to pupil population				
Boys'	13	38	31	31
Girls'	18	44	44	11
Mixed	89	35	38	27
Gujarat State	120	37	38	25

According to area				
City	22	41	32	27
Rural	45	33	44	22
Town	53	38	36	26
Gujarat State	120	37	38	25

According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	40	35	26
Life membership system	5	20	40	40
Committee management	15	20	40	40
State Government	29	41	41	17
Local Bodies	10	40	40	20
Missionary	4	50	25	25
Gujarat State	120	37	38	25

It can be observed from the table No.VII-5 that 88 per cent of girls' schools fulfil the condition, while 69 per cent and 73 per cent of boys's and mixed schools respectively fulfil the condition. This suggests that the girls' schools have comparatively more experienced staff. It is observed that,generally, the female teachers do not have a tendency to change the schools.

More percentage of city schools fulfil the condition wholly. The reasons for this are again^{the}/_{same} as those discussed earlier. The difference between the rural and town schools is not very significant.

On the basis of the record maintained by the investigator, the following observations were made regarding the experience of teachers.

The number of teachers with 1-5 years of experience is more than the teachers with 15-25 years of experience. The new teachers with the experience of less than 2 years are nearly one-fifth of the total number of teachers.

There ^ais/ greater proportion of experienced teachers in Surat, Baroda, Panchmahals and Ahmedabad

districts. This is so because of the stability and prestige of the managements in these districts.

On the whole, totally 25 per cent of schools do not fulfil the condition. The newly opened schools were having fresh teachers, while the schools with long standing had good number of experienced teachers.

(2) Conditions of Service

The criteria on "conditions of service" included seven conditions and eight questions in all. The last question was on the conditions. There were in all six conditions as follows:

- (i) Security of tenure of office,
- (ii) Equitable division of the workload,
- (iii) Giving the extra class responsibility,
- (iv) The stability of staff members,
- (v) The teacher-pupil ratio,
- (vi) Encouragement to teachers for professional equipment.

(i) The Security of Tenure of Office

The teachers' position must be secure in schools. The sense of security will bring in teachers a sort of

mental ease, so that they can put in good work.

The table No. VII-6 reveals the data.

TABLE VII-6

Showing the Schools Fulfilling the Condition
on Security of Tenure of Office

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

According to pupil population				
Boys'	13	54	38	8
Girls'	18	56	11	33
Mixed	89	61	28	11

Gujarat State	120	59	27	14

According to area				
City	22	64	27	9
Rural	45	54	27	20
Town	53	62	26	11

Gujarat State	120	59	27	14

According to managements				
Charity endowment trust	14	71	21	7
Public trust	43	49	35	16
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	40	20
State Government	29	90	7	3
Local Bodies	10	50	30	20
Missionary	4	50	25	25
Gujarat State	120	59	27	14

The table suggests that greater number of schools in the city^{area} fulfil the condition, which means that a considerable number of schools in rural areas were not giving security to the teachers. This was due to the weaknesses of some of the managements in rural areas. As regards the managements, comparatively, greatest proportion of schools under State Government and missionaries and charity endowment fulfil the condition.

The investigator recorded that the major cause of teacher turnover was the temporary nature of posts. The other causes were: getting more increments in other institutions, the nature of the place located in the interior region, getting of the higher post in the

Department, etc. In this way, the teacher fluctuations was taking place in more percentage of schools in rural areas than in city areas.

On the whole, totally in 14 per cent of schools the teachers' post was not secure, while in 86 per cent of schools the teachers' position was comparatively more secure. Comparatively, therefore, the teachers of Gujarat were generally feeling a sense of security.

(ii) Equitable Division of the Workload

The workload in the schools must be equitably divided amongst the staff members. It should not be so that only a few teachers work more, and others shirk the work. The table VII-7 reveals the data.

TABLE VII-7

Showing the Percentage of Schools Fulfilling
the Condition on Equitable Division Among
the Staff Members

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

According to pupil population				
Boys'	13	69	23	8
Girls'	18	61	33	6
Mixed	89	30	33	37

Gujarat State	120	39	32	29

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

According to area				
City	22	32	45	23
Rural	45	56	27	18
Town	53	28	30	42

Gujarat State	120	39	32	29

According to managements				
Charity endowment trust	14	36	21	43
Public trust	43	47	41	12
Life membership system	5	40	40	20
Committee management	15	40	27	33
State Government	29	34	21	44
Local Bodies	10	20	30	50
Missionary	4	50	50	-

Gujarat State	120	39	32	29

It can be observed that the greater proportion of mixed schools do not fulfil the condition. It was the complain of the teachers that in the mixed schools the gents as well as lady teachers were employed. But the male teachers had to work more than the lady teachers. The condition is not fulfilled in greater number of town

schools. This was so, because in the town schools, the fluctuation of the staff was greater. As a result of this, the permanent members of the staff had to work more.

The missionary and public trust schools had a very organized system of the distribution of work among the teachers. As a result, greater number of schools under these managements fulfil the condition.

It was observed by the investigator that the distribution of workload, depended upon the system of organisation of the school. Each school differed from the other, with regard to this condition. On the whole, in the entire Gujarat State 39 per cent of schools fulfil the condition wholly, 32 per cent of schools fulfil the condition partly, and 29 per cent of schools do not fulfil the condition at all.

(iii) On Giving the Extra Class Responsibility

The teachers are given the responsibility of not only teaching but also of other co-curricular, and organisational duties. The table VII-8 reveals the present position of secondary schools regarding this condition.

TABLE VII-8

Showing the Percentage of Schools Fulfilling
the Condition on Giving the Extra Class
Responsibility

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

According to pupil population				
Boys'	13	69	23	8
Girls'	18	83	11	6
Mixed	89	71	22	7
Gujarat State	120	72	21	7

According to area				
City	22	68	23	9
Rural	45	75	18	7
Town	53	72	23	6
Gujarat State	120	72	21	7

According to managements				
Charity endowment trust	14	71	21	7
Public trust	43	74	23	2
Life membership system	5	20	40	40
Committee management	15	60	27	13
State Government	29	90	7	3
Local Bodies	10	60	30	10
Missionary	4	75	25	-
Gujarat State	120	72	21	7

From the table VII-8 it can be observed that in 93 per cent of schools, the condition is fulfilled wholly or partly. Only in 7 per cent of schools the condition is not fulfilled at all.

The investigator observed that in these 7 per cent of schools, the major burden of the work fell on a few members. As a result, these schools were not able to take new innovations.

Generally, this condition is satisfied by a considerable majority of schools. The picture of schools is a satisfactory one. Though, there is no justification for any exception to this, however, in the process of quantitative expansion of schools, such exceptions are tolerated by the Department.

(iv) The Stability of the Staff Members

The stability of the staff members is an important factor which contributes to the progress of the school. If the staff of the school is fluctuating, the school cannot establish good traditions. The table No. VII-9 reveals the present position of secondary schools regarding the stability of the staff.

TABLE VII-9

Showing the Stability of Staff Members

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

According to pupil population				
Boys'	13	38	31	31
Girls'	18	44	6	50
Mixed	89	24	38	38
Gujarat State	120	28	32	39

According to area				
City	22	45	27	27
Rural	45	27	31	42
Town	53	23	36	42
Gujarat State	120	28	32	39

According to managements				
Charity endowment trust	14	29	14	57
Public trust	43	35	61	5
Life membership system	5	40	20	40
Committee management	15	27	20	53
State Government	29	21	10	69
Local Bodies	10	10	20	70
Missionary	4	50	50	-
Gujarat State	120	28	32	39

It can be observed that 50 per cent of girls' schools do not fulfil the condition on stability. Forty-two per cent of rural schools and town schools do not fulfil the condition. The greater percentage of schools fulfilling the condition are located in cities. The greater percentage of schools fulfilling the criterion belong to missionary management and public trust.

The investigator came to know the causes of staff fluctuations from the principals of the schools. The causes were as follows:

- (i) Better chances elsewhere,
- (ii) Hope of getting higher salary elsewhere,
- (iii) Lack of proper recognition of teachers' work in the present institution,
- (iv) Difference of opinion with the principal,
- (v) Ill-treatment by the principal, etc.

Due to the instability of the staff, the schools suffered much. These schools were not able to prepare the schedule of year's work ^{or} establish traditions, and were not able to maintain proper discipline or achieve better standards.

On the whole, in 28 per cent of schools, the

condition is wholly fulfilled, in 32 per cent of schools, the condition is partly fulfilled and in 39 per cent of schools, the condition is not fulfilled.

(v) The Teacher-Pupil Ratio

The Grant-in-Aid Code compels the schools to maintain the proper teacher pupil ratio in schools. The State Department of Education does not allow any school to take more than 40 pupils per teacher in the class. In recent years, due to the heavy rush on secondary schools, the Educational Inspector uses the discretion of admitting five more pupils per class.

The table VII-10 reveals the data.

TABLE VII-10

Showing the Maintenance of Teacher-Pupil Ratio in Schools

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	39	11
Mixed	89	58	33	9

Gujarat State	120	57	32	11

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

According to area				
City	22	77	14	9
Rural	45	44	40	16
Town	53	58	34	8
Gujarat State	120	57	32	11

According to managements				
Charity endowment trust	14	71	21	7
Public trust	43	67	28	5
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	48	38	14
Local Bodies	10	50	40	10
Missionary	4	75	25	-
Gujarat State	120	57	32	11

It can be observed that generally the teacher-pupil ratio is maintained either wholly or partly in 89 per cent of schools. In 32 per cent of schools the condition is partly maintained.

On the whole, it can be said that the condition is fairly satisfactory in the schools of Gujarat.

(vi) Encouragement to Teachers for
Better Professional Equipment

It is the duty of the school to encourage the teachers for professional equipment through either the studies or through the seminars, workshops etc. organised by the Department of Extension Services.

The table VII-11 reveals the data.

TABLE VII-11

Showing the Encouragement to Teachers for
Getting Professional Equipment

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	56	28	17
Mixed	89	46	51	3
Gujarat State	120	48	45	7

According to area				
City	22	54	36	9
Rural	45	40	56	4
Town	53	53	40	8
Gujarat State	120	48	45	7

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

According to managements				
Charity endowment trust	14	50	43	7
Public trust	43	58	40	2
Life membership system	5	40	20	40
Committee management	15	47	40	13
State Government	29	38	55	7
Local Bodies	10	30	70	-
Missionary	4	75	25	-

Gujarat State	120	48	45	7

The condition is not fulfilled in only 7 per cent of schools. This percentage is just negligible. So much of participation was due to the free services given by the Department of Extension Services. The investigator could observe in the schools of Gujarat that most of the teachers attended one seminar or the other, and got oriented in the newer ideology and reform movement of day-to-day teaching and testing.

In 45 per cent of schools the condition is fulfilled only partly. The number of schools were increasing rapidly and so is the number of teachers. It

is quite difficult for the Extension Centres to cope up with the number of teachers in schools.

The investigator recorded that the stipends were provided for training by 61 schools. Out of 61 schools, 37 schools depute teachers for training on full pay, and 19 schools send the teachers on a token sum. Most of the schools send the teachers on the binding for 3 years of service in schools. The provision of stipends for training is a good gesture for teachers.

On the whole, the picture of encouragement of teachers' professional equipment is satisfactory in the schools of Gujarat.

(3) Staff Organisation

The staff is there in all the schools but much depends on the organisation of the staff by the principal. The efficiency of the staff depends upon the organisation and leadership. Moreover, the teaching work must be given on the basis of the training qualification of teachers. At the same time, the staff meetings can be very useful for giving professional equipment to the staff.

The criterion included five questions and a question on condition. The question on condition included the following conditions:

- (i) Organisation of the school on Departmental lines,
- (ii) Filled in posts of supervisors, assistant principal, etc.
- (iii) Giving the teaching work on the basis of professional qualifications.
- (iv) Holding regular staff meetings.

(i) Organisation of the School on Departmental Lines

The table No.VII-12 reveals the data.

It can be observed that greater percentage of girls' schools fulfil the condition wholly or partly in comparison with the boys' and mixed schools.

It can be observed that in cities there are greater percentage of schools which fulfil the condition. The least percentage of schools are in towns. The investigator observed that the principals of city

TABLE VII-12

Showing the Organisation of the School on
Departmental Lines

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	24	52	25
Gujarat State	120	29	47	24

According to area				
City	22	59	36	5
Rural	45	27	40	33
Town	53	19	57	25
Gujarat State	120	29	47	24

According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	40	49	12
Life membership system	5	40	20	40
Committee management	15	27	40	33
State Government	29	14	59	28
Local Bodies	10	10	30	60
Missionary	4	50	50	-
Gujarat State	120	29	47	24

schools were oriented to this philosophy and the city schools were run on the competitive basis. As a result, these schools had to try for better organisation.

The investigator recorded that the following type of Committees were there in schools: The Language Committee, the Social Studies Committee, the Science Committee, the Audio-Visual Instruction Committee, the Physical Education Committee, the Assembly Committee, the Examination Committee, and the Home Work Committee.

As regards the duties of such committees the principals suggested that their very name suggested their duties. They had to convene committee meetings, discuss problems of day-to-day work, produce material on it, discuss examination results, and so on. They had to think of better programme for their schools.

As regards various managements, the greater proportion of missionary schools, and public trust schools fulfil the condition. The least proportion of schools fulfilling the condition are governed by Local Bodies and life membership system of managements.

On the whole, in the entire Gujarat State, 24 per cent of schools do not fulfil the condition, 29 per

cent of them fulfil the condition wholly, and 47 per cent of them fulfil the condition partly.

Among those school principals which did not fulfil the condition, most of them were ignorant about any such thing as Departmental organisation. Some of them could not organise because of their own inefficiency.

On the whole, 75 per cent of schools have some sort of organisation of the staff.

(ii) The Filled in Posts in Schools

Generally, it is expected of every school that all the necessary posts must be filled in and the distribution work must be done on the basis of the qualifications of the teachers. The table VII-13 reveals the data.

It can be observed from the table that the greatest proportion of schools which fulfil the condition are boys' schools. This is so, because, generally, male teachers are available for boys' schools; but for girls' schools, it was not so. It can be observed that, more or less in the schools managed by all the managements, the

TABLE VII-13

Showing the Filled in Posts in Schools

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

According to pupil population				
Boys'	13	46	38	15
Girls'	18	50	17	33
Mixed	89	15	29	56
Gujarat State	120	23	28	48

According to area				
City	22	18	32	50
Rural	45	29	24	47
Town	53	21	30	49
Gujarat State	120	23	28	48

According to managements				
Charity endowment trust	14	14	29	57
Public trust	43	30	28	42
Life membership system	5	20	40	40
Committee management	15	7	47	47
State Government	29	24	21	55
Local Bodies	10	20	20	60
Missionary	4	50	25	25
Gujarat State	120	23	28	48
=====				

posts lie vacant. All the posts are not filled in as many as 48 per cent of schools.

The investigator observed that posts of supervisors lay vacant in most of the schools eventhough the Government was providing grants for it. The main reason for this was that the principals were not ready to face the situation squarely. "Whom to appoint a supervisor?" was the main problem with them. There was rivalry and competition in the staff members. In fact, the schools were not getting proper personnel also.

On the whole, the condition is not fulfilled in 48 per cent of schools of Gujarat, which shows a dissatisfactory picture.

(iii) The Distribution of Work

The table VII-14 reveals the data.

The teaching work was distributed in schools on the basis of subjects of professional qualifications, in 66 per cent of schools; but in 34 per cent of schools this was not possible. Even this condition is wholly fulfilled in 34 per cent of schools. This condition could be fulfilled in those schools which had enough

TABLE VII-14

Showing the Condition of Giving the Teaching
Work on the Basis of Professional Qualifications

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	39	50	11
Mixed	89	35	25	40
Gujarat State	120	34	32	34

According to area				
City	22	50	18	32
Rural	45	27	38	36
Town	53	34	32	34
Gujarat State	120	34	32	34

According to managements				
Charity endowment trust	14	21	29	50
Public trust	43	49	32	19
Life membership system	5	40	20	40
Committee management	15	27	47	27
State Government	29	21	17	62
Local Bodies	10	30	50	20
Missionary	4	50	50	-
Gujarat State	120	34	32	34

number of staff members. The schools could not fulfil the condition due to the non-availability of the staff. Moreover, the graduates entering in this profession had economics, philosophy, psychology as their subjects; which were not directly useful for schools.

The investigator recorded that in 41 per cent of schools, the teaching work was given to teachers on the basis of their graduation subjects irrespective of their subjects at B.Ed. degree, ^{while} in 47 per cent of schools the work was given on the basis of subjects at B.Ed. degree irrespective of their subjects at graduation level; and in 12 per cent of schools, the teaching work was given on the basis of their experience.

On the whole, it can be said that in the schools of Gujarat State, the work was not distributed on the basis of their subjects at degree level; because there was dearth of teachers qualified in special subjects.

(iv) Staff Meetings in Schools

The staff meetings are necessary because of many reasons. The strength of the schools is increasing day by day, as a result the staff is also increasing.

Secondly, with the heavy programme of work in schools, the subjectwise departments are increasing which necessitate the teachers' meeting. Thirdly, new developments are taking place in teaching with which the teachers need to get acquainted. The picture of the schools of Gujarat regarding the condition is presented in the table No. VII-15.

TABLE VII-15

Showing the Condition on Holding Staff Meetings 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	6	39	56
Mixed	89	15	29	56

Gujarat State	120	14	30	56

According to area				
City	22	18	45	36
Rural	45	24	27	49
Town	53	4	26	70

Gujarat State	120	14	30	56

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

According to managements				
Charity endowment trust	14	7	29	64
Public trust	43	23	40	37
Life membership system	5	20	40	40
Committee management	15	7	40	53
State Government	29	3	7	90
Local Bodies	10	-	40	60
Missionary	4	75	25	-

Gujarat State	120	14	30	56

The condition is fulfilled wholly in greater number of girls' schools than the boys' and mixed schools and in greater number of city schools than the town and rural schools. The condition is fulfilled in greater percentage of schools managed by missionary and public trust schools. The lowest percentage of schools fulfilling the condition belongs to the State Government and committee management.

The investigator recorded that out of 45 per cent of schools in which the staff meetings are held, in 32 per cent of schools the staff meetings are held

every week, in 30 per cent of schools the meetings are held fortnightly, in 24 per cent of schools the monthly meetings are held, in 4 per cent of schools, the bi-monthly meetings are held and in 10 per cent of schools, they are held irregularly.

On the whole, it can be seen that in 56 per cent of schools the staff meetings are not held at all! Some of the principals were not oriented to this philosophy. Some of the principals did not feel the need of it. On the whole, the schools of Gujarat present a very poor picture regarding the staff meetings.

(4) Managing Committee

The powers of the managing committee are most debated and disputed in the field of secondary education. It has been opined by the principals in all quarters that the committee of management represent those who do not know anything of education. Secondly, the committee tries to capture power in terms of appointment of teachers and in terms of promotions or granting free-ships. At the same time, there are certain committees which are doing excellent work. The criterion on the managing committee included six conditions as follows:

- (1) Determination of the policy of the school according to the rules and regulations.
- (2) Handing over the executive functions to the principal of the school.
- (3) Holding regular meetings.
- (4) Keeping the minutes of the meetings.
- (5) Composition of the Managing Committee.
- (6) Exercise of powers in consultation with the principal.

The tables Nos. VII-16 to VII-21 reveal the data.

It can be observed that the Managing Committee determines the policy according to rules and regulations in 92 per cent of schools. Only in 8 per cent of schools the situation is different. In 8 per cent of schools, the policy making decisions are made by the principals. These schools were previously managed by private bodies but due to the regulation of the State Department of Education these private bodies formed the committees. And the principal in these 8 per cent schools was generally the owner of the school.

TABLE VII-16

Showing the Determination of the Policy of the School
by the Managing Committee in Schools of Gujarat

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

According to pupil population				
Boys'	13	23	62	15
Girls'	18	17	72	11
Mixed	89	28	65	7
Gujarat State	120	26	66	8

According to area				
City	22	18	59	23
Rural	45	29	67	4
Town	53	26	68	6
Gujarat State	120	26	66	8

According to managements				
Charity endowment trust	14	29	64	7
Public trust	43	23	72	5
Life membership system	5	20	60	20
Committee management	15	27	67	7
State Government	29	31	62	7
Local Bodies	10	20	60	20
Missionary	4	25	50	25
Gujarat State	120	26	66	8

TABLE VII-17

Showing the Handing Over of Executive
Functions to the Heads of the School

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

According to pupil population				
Boys'	13	31	62	8
Girls'	18	28	39	33
Mixed	89	3	45	52
Gujarat State	120	10	46	44

According to area				
City	22	14	41	45
Rural	45	16	40	44
Town	53	4	53	43
Gujarat State	120	10	46	44

According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	9	54	37
Life membership system	5	40	20	40
Committee management	15	13	40	47
State Government	29	7	41	52
Local Bodies	10	-	50	50
Missionary	4	25	50	25
Gujarat State	120	10	46	44

TABLE VII-18

Showing the Holding of Regular Meetings by the
Managing Committee

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	49	38	12
Gujarat State	120	50	38	12

According to area				
City	22	55	32	14
Rural	45	44	44	11
Town	53	53	36	11
Gujarat State	120	50	38	12

According to managements				
Charity endowment trust	14	64	36	-
Public trust	43	54	40	7
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	48	41	10
Local Bodies	10	30	40	30
Missionary	4	100	-	-
Gujarat State	120	50	38	12

TABLE VII-19

Showing the Keeping of Minutes by the Managing Committee

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

According to pupil population				
Boys'	13	54	38	8
Girls'	18	56	39	6
Mixed	89	51	40	9
Gujarat State	120	52	40	8

According to area				
City	22	55	36	9
Rural	45	49	40	11
Town	53	53	42	6
Gujarat State	120	52	40	8

According to managements				
Charity endowment trust	14	64	29	7
Public trust	43	56	35	9
Life membership system	5	40	40	20
Committee management	15	40	47	13
State Government	29	48	48	3
Local Bodies	10	30	60	10
Missionary	4	100	-	-
Gujarat State	120	52	40	8

TABLE VII-20

Showing the Composition of the Managing Committee

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

According to pupil population				
Boys'	13	46	46	8
Girls'	18	44	50	6
Mixed	89	48	38	13

Gujarat State	120	47	41	12

According to area				
City	22	55	36	9
Rural	45	40	40	20
Town	53	51	43	6

Gujarat State	120	47	41	12

According to managements				
Charity endowment trust	14	50	50	-
Public trust	43	58	33	9
Life membership system	5	20	40	40
Committee management	15	40	47	13
State Government	29	41	45	14
Local Bodies	10	30	50	20
Missionary	4	75	25	-

Gujarat State	120	47	41	12

TABLE VII-21

Showing the Exercise of Powers in Consultation
with the Principals

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

According to pupil population				
Boys'	13	46	38	15
Girls'	18	44	28	28
Mixed	89	42	48	10
Gujarat State	120	42	44	13

According to area				
City	22	45	36	18
Rural	45	44	40	16
Town	53	40	51	9
Gujarat State	120	42	44	13

According to managements				
Charity endowment trust	14	50	43	7
Public trust	43	42	54	5
Life membership system	5	20	60	20
Committee management	15	53	40	7
State Government	29	38	41	21
Local Bodies	10	40	10	50
Missionary	4	50	50	-
Gujarat State	120	42	44	13

Therefore, the policy making decisions were made by the principals in these schools.

It can be observed that, generally, all the managements fulfil this condition.

The investigator recorded the following facts as regards the Committee Managements.

(1) The managements of the schools are now legally organised into responsible bodies. This is due to the legislation made by the Government. No management is a private body now. Even then, some of the schools are managed by certain profit making individuals, in the garb of "Managing Committees". But such schools are very few. Most of the managements have a long standing experience of establishment.

(2) Some managements were quite outstanding in giving special benefits such as free education and free medical aid to the children of the teachers, etc.

As regards the handing over executive functions to the Head of the school, it can be observed that this condition is not fulfilled by 44 per cent of schools. Most of the boys' schools fulfil the condition, while

more or less an equal number of city, rural and town schools fulfil the condition. Among the managements, the missionary management, and the public trust schools fulfil the condition to a considerable extent. While the Local Bodies managements are weak in this matter.

The investigator recorded the following observations as regards the Committee Management.

(1) The Managing Committees, generally, does the function of advising, helping and guiding the school. But in some of the Managing Committees, the members are illiterate and are interested in anything but education; as a result, they interfere very much in the work of the principals. So many principals orally discussed this point with the investigator. As a result, timid mentality is created in principals and they had to please the committee members in some way or the other.

(2) From the table VII-18, it is clear that in 88 per cent of schools regular meetings were held by the committees. Of course, the frequency of such meetings varied from school to school. Hundred per cent of schools which fulfilled the condition belonged to

charity endowment trust, public trust, and missionary managements.

(3) Minutes of such meetings were kept by 92 per cent of schools. Fiftytwo per cent of schools fulfil the condition wholly. Only 8 per cent of schools do not fulfil the condition. This was so, due to the frequent change of headmasters and the secretaries of the Managing Committee.

(4) In 88 per cent of schools, the Managing Committees were composed of competent persons. The word 'competent' is used in the sense of ability to organise, and ability to administer. In this respect, no doubt, the members are competent but it does not necessarily mean that they do not interfere with the work of the principals.

(5) As regards the exercise of powers in consultation with the headmasters, it can be observed that in 42 per cent of schools the condition is fulfilled wholly. These schools had a very smooth working as a result of non-interference by the Managing Committee. But in 44 per cent of schools the condition is fulfilled only partly, which means that the committees of these

schools were not ready to exercise the powers in consultation with the principals. In 13 per cent of schools this condition is not fulfilled at all. The Local Bodies managements and the State Government managements were not able to fulfil this condition in 50 per cent and 20 per cent of schools respectively.

On the whole, it can be observed that most of the schools have managements which determine the policy of the school according to the rules and regulations, which hand over the executive functions to the head of the school, which were holding regular meetings, which kept minutes of such meetings, which composed of competent members and which exercised powers in consultation with the principals.

Whatever, exceptions were there, were due to the negligence of the Government in enforcing the rules of ^{the} Grant-in-Aid code. The managements have to get their constitution approved by the State Department of Education before it actually takes its shape.

As regards the districts of Gujarat, the Kaira district, and the Banaskantha districts have very strong and autocratic managements. Excepting these

two districts, the picture of school managing committee is fairly satisfactory one in Gujarat State.

(5) The School Headmaster

The headmaster is the architect of his own school. It is said that as is the Head, so is the school. If the headmaster is able, if he acquaints the new teachers in their work, if he develops in them a feeling of security, if he facilitates professional improvement of the staff - then, he would be able to run the school efficiently. The criterion on the 'school headmaster' included four conditions:

- (i) The division of the time of the headmaster between administrative and supervisory duties.
- (ii) The provision of assistance to new teachers in getting acquainted with their responsibilities.
- (iii) The development of feeling of security in the new teachers.
- (iv) Helping the staff in their professional equipment.

The tables VII-22 to VII-25 reveal the data.

TABLE VII-22

Showing the Division of Time of the Headmaster
in Schools

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

According to pupil population				
Boys'	13	31	54	15
Girls'	18	33	56	11
Mixed	89	26	67	7

Gujarat State	120	27	64	8

According to area				
City	22	32	45	23
Rural	45	31	64	4
Town	53	23	72	6

Gujarat State	120	27	64	8

According to managements				
Charity endowment trust	14	29	57	14
Public trust	43	33	60	7
Life membership system	5	40	40	20
Committee management	15	27	67	7
State Government	29	21	72	7
Local Bodies	10	10	80	10
Missionary	4	50	50	-

Gujarat State	120	27	64	8

TABLE VII-23

Showing the Provision of Assistance to New Teachers in Schools

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

According to pupil population				
Boys'	13	46	38	15
Girls'	18	44	28	28
Mixed	89	42	48	10
Gujarat State	120	42	44	13

According to area				
City	22	45	36	18
Rural	45	44	40	16
Town	53	40	51	9
Gujarat State	120	42	44	13

According to managements				
Charity endowment trust	14	50	43	7
Public trust	43	42	54	5
Life membership system	5	20	60	20
Committee management	15	53	40	7
State Government	29	38	41	21
Local Bodies	10	40	10	50
Missionary	4	50	50	-
Gujarat State	120	42	44	13

TABLE VII-24

Showing the Development of Feeling of Security
by the Headmaster

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	48	37	12
Gujarat State	120	49	39	12

According to area				
City	22	36	55	9
Rural	45	44	44	11
Town	53	58	28	13
Gujarat State	120	49	39	12

According to managements				
Charity endowment trust	14	50	29	21
Public trust	43	47	49	5
Life membership system	5	40	40	20
Committee management	15	47	40	13
State Government	29	62	28	10
Local Bodies	10	30	40	30
Missionary	4	50	50	-
Gujarat State	120	49	39	12

TABLE VII-25.

Showing the Facilities for Professional Equipment
Given by the Headmaster

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	28	50	22
Mixed	89	53	38	9

Gujarat State	120	46	41	12

According to area				
City	22	41	36	23
Rural	45	44	40	16
Town	53	51	43	6

Gujarat State	120	46	41	12

According to managements				
Charity endowment trust	14	43	50	7
Public trust	43	67	28	5
Life membership system	5	20	40	40
Committee management	15	33	53	13
State Government	29	41	45	14
Local Bodies	10	10	50	40
Missionary	4	50	50	-

Gujarat State	120	46	41	12

It can be observed that totally only 8 per cent of schools do not fulfil the condition; but 91 per cent of schools fulfil the condition. The number of schools fulfilling the condition is more or less the same for boys', girls' and mixed schools.

In city schools, the headmaster is not able to divide the time properly because most of them keep busy in co-curricular programme, and in social functions, with visitors and so on.

The condition is partly fulfilled in public trust schools and in Committee Management schools.

The investigator recorded the time given by the headmaster for various duties. Out of 33 hours per week, on the average, 11 hours were spent in administration, 12 hours in teaching, 6 hours in supervision, 2 hours in clerical work, and 2 hours in miscellaneous work. It can be observed that the headmasters are spending most of the time for administrative work and for teaching. Considerable time is spent by the headmaster on teaching in classes. The time is mentioned as the time spent during the office hours only. The investigator could observe that the

headmasters were spending almost the whole of their day in school work. The very many clerical duties required a considerable amount of time.

During the school visits of the present investigator, it was argued that the headmasters were so much occupied with the correspondence and other duties that they could not find time to think about progress and advancement in the day-to-day teaching and curricular programme. Secondly, the headmasters complained that they were not given proper freedom by the school committees.

On the whole, it can be observed that the condition is only partly fulfilled in 64 per cent of schools/ (Table VII-22). This suggests an unsatisfactory picture in the schools of Gujarat.

It can be observed from the table VII-23 that in 13 per cent of schools, the condition is not fulfilled about the position of assistance to the new teachers in schools. But, generally, it was so, that the headmasters did spend time in assisting the new teachers in schools for getting acquainted with their responsibilities. The greater number of schools not fulfilling the

criterion are Local Bodies' schools, rural schools and girls' schools. But then, it was observed that this situation was due to the newly appointed headmasters who were trying to adjust themselves first of all. In this process of adjustment, they did not find time to guide the new teachers. Otherwise, generally, the condition is fulfilled fairly satisfactorily in the schools of Gujarat.

As regards the development of the feeling of security in the new teachers, it can be observed from the table VII-24 that the condition is fulfilled in 88 per cent of schools, but the condition is partly fulfilled in 39 per cent of schools. The reasons for this situation were numerous. Some of the headmasters were newly appointed ones, and they were trying to adjust in schools, while some others were appointed as headmasters for the first time in their career, so they could not come out of their routine to help the new teachers. In any case, the condition is fulfilled in 49 per cent of schools in Gujarat.

As regards the provision of facilities for professional equipment by headmaster, it can be observed that the condition is fulfilled in 87 per cent of

schools. The condition is wholly fulfilled in 46 per cent of schools and is partly fulfilled in 41 per cent of schools. This means that the condition is not fulfilled in only 12 per cent of schools.

How and in what form? The investigator observed that, generally, the facilities for professional equipment were given by the headmasters, if it did not disturb the routine programme of schools. ?

The investigator recorded the following observations as regards this criterion.

(1) The headmasters of the Government schools got frequent transfers. As a result, they were very reluctant to implement any change in the system of the school. Moreover, the staff of Government schools was not under the direct control of the management. Therefore, a sort of obedience was less on the part of staff members. These schools were found to be run in the same stereotyped way, as the Government machinery is run.

(2) Some of the headmasters who did not fulfil the conditions, were newly appointed headmasters of some of the rural schools and the newly opened schools. They said that they were just getting a start, and they

could not get time for giving personal guidance and sense of security to the teachers.

(3) On the whole, it seems that in the majority of schools, the criterion is fulfilled. This is so, because now the teachers' associations, the headmasters' associations and the training colleges have become active and alert. The contact of teachers, headmasters and the training college personnel, has increased through the Extension Services Centres. As a result of this, the headmasters meet with their colleagues, discuss views and difficulties and they are now oriented about their own duties and responsibilities. On the whole, the headmasters of Gujarat show a satisfactory condition.

(6) Health and Medical Staff

In the administration and organisation of the school, providing facilities for health of the pupils is important and necessary. In this criterion, the following conditions were included:

- (1) Availability of a qualified person for the first aid.

- (2) Keeping up-to-date medical records of all medical examination and treatment.
- (3) Calling to the attention of the parents the remedial defects of the pupils.
- (4) Carrying out the systematic followup procedure by the doctor, in consultation with the parents.

The tables VII-26 to VII-29 reveal the data.

It is expected of schools that at least one person qualified to administer the first aid is available in the school building, when the school is in session. It can be observed from the table that this condition is fulfilled only in 15 per cent of schools, while in 51 per cent of schools, this condition is partly fulfilled and in 34 per cent of schools, this condition is not fulfilled at all. In rural areas, it so happened that the schools employed village doctor. The schools paid to him yearly remuneration. While in cities, to get a full time person was difficulty.

It can be observed that the missionary and public trust schools fulfil the condition to a greater extent than the schools managed by other managements.

TABLE VII-26

Showing the Availability of a Qualified Person
for the First Aid

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	6	84	11
Mixed	89	16	44	40
Gujarat State	120	15	51	34

According to area				
City	22	18	50	32
Rural	45	27	38	36
Town	53	4	62	34
Gujarat State	120	15	51	34

According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	26	55	19
Life membership system	5	20	40	40
Committee management	15	7	67	27
State Government	29	3	34	62
Local Bodies	10	-	80	20
Missionary	4	75	25	-
Gujarat State	120	15	51	34

TABLE VII-27

Keeping Up-to-date Medical Records of all Medical
Examination and Treatment

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

According to pupil population				
Boys'	13	46	38	15
Girls'	18	44	28	28
Mixed	89	42	47	11
Gujarat State	120	42	43	14

According to area				
City	22	45	45	9
Rural	45	44	36	20
Town	53	40	49	11
Gujarat State	120	42	43	14

According to managements				
Charity endowment trust	14	50	43	7
Public trust	43	42	51	7
Life membership system	5	20	20	60
Committee management	15	53	40	7
State Government	29	38	48	14
Local Bodies	10	40	10	50
Missionary	4	50	50	-
Gujarat State	120	42	43	14

TABLE VII-28

Showing the Condition on Calling to the Attention
of the Parents, the Remedial Defects of the Pupils

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

According to pupil population				
Boys'	13	15	31	54
Girls'	18	6	44	50
Mixed	89	6	39	55

Gujarat State	120	7	39	54

According to area				
City	22	9	55	36
Rural	45	9	44	47
Town	53	4	28	68

Gujarat State	120	7	39	54

According to managements				
Charity endowment trust	14	7	29	64
Public trust	43	5	63	33
Life membership system	5	20	40	40
Committee management	15	7	40	53
State Government	29	3	7	90
Local Bodies	10	-	40	60
Missionary	4	50	50	-

Gujarat State	120	7	39	54

TABLE VII-29

Showing the Condition on Carrying out the Systematic
followup Procedure by the Doctor

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

According to pupil population				
Boys'	13	15	31	54
Girls'	18	22	44	33
Mixed	89	9	39	52
Gujarat State	120	12	39	49

According to area				
City	22	32	55	14
Rural	45	7	44	49
Town	53	8	28	64
Gujarat State	120	12	39	49

According to managements				
Charity endowment trust	14	7	29	64
Public trust	43	26	63	12
Life membership system	5	-	40	60
Committee management	15	7	40	53
State Government	29	-	7	93
Local Bodies	10	-	40	60
Missionary	4	25	50	25
Gujarat State	120	12	39	49

Those schools which fulfilled the condition partly revealed that they got the teachers trained in the first aid so that, he was always available when the school was in session.

As regards the keeping of up-to-date medical records of all medical examination and treatment, the table VII-27 reveals the position. It can be observed that in 85 per cent of schools the records were kept. Only in 14 per cent of schools, the records were not maintained.

The Grant-In-Aid code has provided a condition that all the schools must maintain records of medical examination. Out of 14 per cent of schools, 7 per cent were newly opened schools, as a result, the records were not available because the medical inspection had not taken place. But, 14 per cent of schools managed by the State Government themselves were not maintaining the records of medical inspection.

As regards the condition on calling to the attention of the parents, the remedial defects of the pupils, the data can be seen in the table VII-28.

Here also the Grant-In-Aid code provides the

regulation. According to the Grant-in-Aid Code, every school must send the reports to the parents about the medical inspection of the pupils. But here, it can be observed from the table that, 54 per cent of schools do not fulfil the condition. While only 7 per cent of schools fulfil the condition wholly and 39 per cent of schools partly fulfil the condition. Among the schools not fulfilling the condition most of them are mixed schools, town schools and most of them belong to charity endowment trust, State Government and Local Bodies.

In response to the question on this criterion, the schools responded that there was no attempt made for the special care of pupils' health. They mentioned that there was no 'sense of health' on the part of the parents. The parents were not found to be health conscious.

Moreover, the schools wrote letters to parents, but the parents did not give proper response to it. As a result of this, the teachers in schools were doing half hearted attempts. Moreover, the doctors could not be paid due remuneration, hence, only in a few minutes the doctor generally "checked" the physical conditions of the pupils. Due to these reasons, it was not possible

for the schools to take intensive care of pupils' health.

As regards the condition on carrying out the systematic followup procedure by the doctor, the table VII-29 reveals the data. It can be observed that as many as 49 per cent of schools do not fulfil the condition. The condition is wholly fulfilled in 12 per cent of schools, and is partly fulfilled in 39 per cent of schools. A greater proportion of schools not fulfilling the condition are boys' schools, town schools, and the schools belonging to State Government and charity endowment trust. The investigator observed that in most of the schools, the doctor was not available and the teachers did not get time for any type of follow up work.

On the whole, in the Gujarat State, the condition on the health and medical report was not quite satisfactory.

(7) Pupil Records

The administration and organisation includes keeping of pupil records by the school. These records

must be available at any given time. This criterion includes the following conditions:

- (1) Availability of the different types of records in the school.
- (2) Proper followup work on the basis of records.
- (3) Maintenance of Cumulative Record Card in proper order.

The tables VII-30 to VII-32 reveal the data.

In the school, different types of records must be available. This condition is not fulfilled in 24 per cent of schools. In 31 per cent of schools, the condition is wholly fulfilled, and in 44 per cent of schools, the condition is partly fulfilled. The greater percentage of schools fulfilling the condition are mixed schools, rural schools and missionary schools.

There are certain type of records which are available in schools. But, generally, the newly started schools and the schools of interior regions do not fulfil the condition. This was so, because the school principals and school office did not know the nature of certain type of records. -

TABLE VII-30

Showing the Availability of Different Types
of Records in Schools

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	28	39
Mixed	89	30	51	19
Gujarat State	120	31	45	24

According to area				
City	22	32	36	32
Rural	45	33	56	11
Town	53	28	40	32
Gujarat State	120	31	42 45	24

According to managements				
Charity endowment trust	14	29	43	29
Public trust	43	40	40	21
Life membership system	5	40	20	40
Committee management	15	33	40	27
State Government	29	17	55	28
Local Bodies	10	10	70	20
Missionary	4	75	25	-
Gujarat State	120	31	45	24
=====				

TABLE VII-31

Showing the Proper Followup of Work on the
Basis of Records

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

According to pupil population				
Boys'	13	8	38	54
Girls'	18	22	44	33
Mixed	89	9	40	51
Gujarat State	120	11	41	48

According to area				
City	22	23	64	14
Rural	45	11	40	49
Town	53	6	32	62
Gujarat State	120	11	41	48

According to managements				
Charity endowment trust	14	7	29	64
Public trust	43	21	40	40
Life membership system	5	-	40	60
Committee management	15	7	47	47
State Government	29	-	48	52
Local Bodies	10	-	40	60
Missionary	4	50	25	25
Gujarat State	120	11	41	48

TABLE VII-32

Showing the Maintenance of Cumulative
Record Card in Proper Order

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	52	37	11
Gujarat State	120	52	37	11

According to area				
City	22	59	32	9
Town	53	53	36	11
Rural	45	47	42	11
Gujarat State	120	52	37	11

According to managements				
Charity endowment trust	14	43	36	21
Public trust	43	60	37	2
Life membership system	5	40	40	20
Committee management	15	47	40	13
State Government	29	48	41	10
Local Bodies	10	30	40	30
Missionary	4	100	-	-
Gujarat State	120	52	37	11

Some of the records that were generally were: (i) The General Register, (ii) Progress report card, (iii) Class register, (iv) Cumulative Record Card, (v) Medical report card, etc.

As regards the second condition on the proper followup work, it can be observed that only in 11 per cent of schools the proper followup work is done wholly. While the follow^{-up}/work is partly done in 41 per cent of schools. The condition is not fulfilled by as many as 48 per cent of schools. Most of the schools not fulfilling the condition were town schools, mixed schools and schools managed by charity endowment trust, life membership system, and Local Bodies. The schools managed by missionaries fulfilled the condition in greater proportion.

The investigator recorded that the ways of followup work were as follows: (i) Sending information to parents, (ii) inviting parents to schools, (iii) followup teaching practice after the examinations, (iv) Diagnostic tests and remedial classes for backward pupils.

The Grant-in-Aid Code requires that the

Cumulative Record Card must be maintained in proper order in every school. As a result, of this, it can be observed from the table VII-32, that 89 per cent of schools fulfil this condition; and about 10 per cent of Government schools were some of them. This happens, even after the inspection of the school is undertaken.

On the question about other reports the schools gave the following replies:

- (1) Profile cards: Some of the schools maintained complete profiles for the students. These profiles were quite helpful in diagnostic and remedial work.
- (2) Sociograms: Some schools maintained sociograms for studying sociability of the students. These were also quite useful.

On the whole, it can be said that the criterion on pupil records is fulfilled in schools as a result of the rule of Grant-in-Aid Code, however, there were some schools which were exception to this. This reflects the weaknesses of the inspection system.

(8) Reports to Parents

Merely filling in the pupil record cards is not enough. The reports of the pupil growth must be sent to the parents. Contact with the parents and providing information ^{through} reports to parents is also a part of the administrative machinery of the school. This criterion included three conditions as follows:

- (i) Periodic reports to the parents.
- (ii) Encouragement to the parents for comments on the report.
- (iii) Discussion on the reports by parents and teachers.

The tables Nos. VII-33 to VII-35 show the data.

As regards the condition on periodic reports to parents concerning the pupil progress, the table No. VII-33 reveals the data. It can be observed from the table that as many as 81 per cent of schools fulfil the condition, out of which 30 per cent fulfil the condition wholly and 51 per cent fulfil it partly.

It was observed by the investigator that in the schools of Gujarat there was a regular practice of

TABLE VII-33

Showing the Parents Receiving the Periodic
Reports encouraging Pupil Progress from
the School

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

According to pupil population				
Boys'	13	31	15	54
Girls'	18	33	39	28
Mixed	89	29	58	12

Gujarat State	120	30	51	19

According to area				
City	22	36	36	27
Rural	45	33	56	11
Town	53	25	53	23

Gujarat State	120	30	51	19

According to managements				
Charity endowment trust	14	29	43	29
Public trust	43	37	60	2
Life membership system	5	40	20	40
Committee management	15	40	60	-
State Government	29	17	55	28
Local Bodies	10	10	10	80
Missionary	4	50	50	-

Gujarat State	120	30	51	19

TABLE VII-34

Showing the Encouragement to the Parents to
Comment on the Reports

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

According to pupil population				
Boys'	13	23	62	15
Girls'	18	28	39	33
Mixed	89	2	46	52
Gujarat State	120	8	47	45

According to area				
City	22	14	41	45
Rural	45	11	44	44
Town	53	4	51	45
Gujarat State	120	8	47	45

According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	9	53	37
Life membership system	5	20	40	40
Committee management	15	7	40	53
State Government	29	7	41	52
Local Bodies	10	-	50	50
Missionary	4	25	50	25
Gujarat State	120	8	47	45

TABLE VII-35

Showing Parents' and Teachers' Discussion on
the Reports

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	28	39	33
Mixed	89	3	43	54
Gujarat State	120	11	42	47

According to area				
City	22	14	36	50
Rural	45	13	40	47
Town	53	8	47	45
Gujarat State	120	11	42	47

According to managements				
Charity endowment trust	14	7	50	43
Public trust	43	9	47	44
Life membership system	5	20	20	60
Committee management	15	13	33	53
State Government	29	7	52	41
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	11	42	47

sending the reports to the parents. The frequency of sending the reports differed from school to school.

It was recorded that 8 per cent of schools sent the reports weekly, 32 per cent of schools sent the reports fortnightly, 42 per cent of schools sent the reports monthly, 16 per cent of schools sent the reports bi-monthly, and 2 per cent of schools sent the report quarterly.

It was observed that there were schools which sent the reports weekly also, while the general trend was, sending the monthly reports.

Schools not fulfilling the condition well belonged to Local Bodies. This was due to the weak administrative machinery of the school.

As regards, the condition on encouragement to parents to comment on reports, the table VII-34 reveals the data.

It can be observed that as many as 45 per cent of schools do not fulfil the condition; while only 8 per cent fulfil the condition wholly; and 47 per cent fulfil the condition partly. The schools not fulfilling this condition are mixed schools, and the schools

belonging to State Government, charity endowment trust, and the Local Bodies.

It was observed that generally the teachers of the schools liked the parents' response regarding the reports and they did encourage the parents but certain social factors came in the way. For example, so many parents were illiterate, and therefore, they could not infer anything regarding their children's progress. Secondly, majority of the parents of rural areas were occupied in agriculture and allied work and as a result, they did not find time to come to school. The parents were educating their children inspite of financial difficulties, and therefore, they had a tendency not to face any more difficulty or problem. Most of the illiterate parents of rural schools believed that once the children are sent to schools, their responsibility, about educating their children, was over. As a result of this, the response of the parents was meagre and therefore, the condition shows a weak picture particularly in the rural schools of Gujarat.

As regards the parents' and teachers' conference regarding the problems indicated in the report, the picture of the schools of Gujarat is equally poor, as

can be seen from the table VII-35. Only 11 per cent of schools fulfil the condition wholly, 42 per cent of schools partly and 47 per cent of schools do not fulfil the condition at all. The same reasons which are discussed in the previous paragraph account for this.

On the whole, it can be seen that the condition about the reports to parents shows a satisfactory picture; but as regards the parents' comments and conferring on reports, the condition is very poor.

(9) School Finance

The school finance occupies a prominent part in the process of the entire school administration. If the school budgets are properly preplanned and adopted, and if the phased programme of expenditure is adopted, the various departments of the school would function well. The criterion on the school finance included the following conditions:

- (i) The preplanning and adopting the school budget.
- (ii) The adequacy of the budget.
- (iii) The facilities to the pupils from the term fee accounts.

(iv) The phased expenditure programme.

(v) The development of the school from the surplus.

(vi) Suggestions from the teachers for requirements in the school budget.

The tables Nos.VII-26 to 41 reveal the data.

(i) The Preplanning and Adopting the School Budget

The data regarding the preplanning and adopting the budget is revealed in the table No. VII-36

TABLE VII-36

Showing the Preplanning and Adopting the Annual Budget

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

According to pupil population				
Boys	13	31	31	38
Girls	18	22	39	39
Mixed	89	16	34	51

Gujarat State	120	18	34	47

According to area				
City	22	23	27	50

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Rural	45	13	38	49
Town	53	21	34	45
Gujarat State	120	18	34	47
According to managements				
Charity endowment trust	14	7	50	43
Public trust	43	28	28	44
Life membership system	5	20	20	60
Committee management	15	13	33	53
State Government	29	10	45	45
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	18	34	47

It can be observed from the table that the pre-planning of the budget is done only in 52 per cent of schools, whereas in 47 per cent of schools, it is not done.

In most of the schools, the budgets of the previous years were repeated without any improvement.

All the missionary managements fulfil the condition; and the public trust schools also show a considerable fulfilment of the condition. As regards the city or rural and boys' or girls' schools the response is varied, but no obvious reason can be accounted for this.

The lack of preplanning results into lop-sided development of the school and the returns of the money spent are not obtained.

It was observed that so many schools have no reserve funds. Their position is economically not very sound. Among the sources of income, the fees seem to be a very reliable and dependable source of income. On studying the income and expenditure closely, we can see that very hardly there is a margin between income and expenditure. This is so, because, there is an increasing pressure on the strength of the school. Therefore, in the expansion of the building and facilities, considerable expenditure has to be incurred. Thereafter, the budgets show at times loss rather than gains. Secondly, the schools are not profit-making institutions, though, certain schools do make profits.

From the study of the opinions of the headmaster on the schools budgets, the following points were recorded:

(1) Generally, there is a clamour for more grants to meet ~~with~~ deficits. But at least the Department of Education must see to it that the grants must be distributed in such a way that the smaller schools which try to grow (particularly those which are doing good and progressive work in education) should be aided properly and with due care, irrespective of recognized rules.

(2) The schools complain that at the last moment the grants are released. Therefore, they are not able to use them fully and well.

for grants for games 9 (3) The schools request to grant the expenditure over games, etc. in term fee accounts. Really speaking, term fee is meant for providing extra facilities to the pupils for learning. Therefore, the concept of facilities must be broadened. But the

expenditure on drawing material etc. cannot be justified for meeting it from term fee accounts, because, it is not an extra facility but it is the need.

(ii) The Adequacy of the Budget

The data is revealed in the table VII-37.

TABLE VII-37

Showing the Adequacy of the Budgets

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

According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	33	50
Mixed	89	13	34	53

Gujarat State	120	15	32	52

According to area				
City	22	18	45	33
Rural	45	18	38	44
Town	53	11	23	66

Gujarat State	120	15	32	52

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
According to managements				
Charity endowment trust	14	14	21	64
Public trust	43	23	44	23
Life membership system	5	20	40	40
Committee management	15	13	27	60
State Government	29	3	21	76
Local Bodies	10	10	30	60
Missionary	4	25	50	25
Gujarat State	120	15	32	52

Only in 15 per cent of schools, the budget is adequate, while for 32 per cent of schools, it is partly adequate and for 52 per cent of schools, it is not adequate at all.

This is so, because a very few managements were rich in terms of funds. Secondly, the demand of schools were growing with the increase of pupils. The schools are required to construct certain number of rooms, to add certain facilities etc. In the process of development of schools, generally the budget will not be adequate. The schools are expanding in strength day-by-day and

therefore, they need more and more physical facilities. The budgets were found to be adequate with greater number of schools managed by missionaries and public trusts, in comparison with other managements.

(iii) The Facilities to the Pupils
from the Term Fee Accounts

Term fees are levied for the purpose of giving more facilities to the pupils. According to the prevailing Grant-in-Aid Code, definite accounts for the term fees were necessary to be maintained. The list of certain 'admissible' and 'non-admissible' items was circulated by the State Department of Education. The schools were instructed to follow the list.

TABLE VII-38

Showing the Facilities to the Pupils from
the Term Fee Accounts

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	11	28	61
Mixed	89	16	46	38

Gujarat State	120	16	42	41

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

According to area				
City	22	18	41	41
Rural	45	27	36	38
Town	53	6	49	45

Gujarat State	120	16	42	41

According to managements				
Charity endowment trust	14	14	43	43
Public trust	43	26	51	23
Life membership system	5	20	20	60
Committee management	15	7	40	53
State Government	29	3	45	52
Local Bodies	10	10	10	30
Missionary	4	50	50	-

Gujarat State	120	16	42	41

It can be observed from the table VII-38 that the condition is wholly fulfilled in only 16 per cent of schools, partly fulfilled in 42 per cent of schools and not fulfilled in 41 per cent of schools. The reasons for this, were recorded by the investigator, from the discussion of the headmasters.

(1) Some managements were rating the principals as efficient principals, merely on the basis of the efficiency of the principals to 'save' money for the schools. The principals could not save from any other account but from the term fee account.

(2) The principals wanted to purchase certain other facilities like curtains, tea-sets etc. for the schools. They used to find money from the term fees.

(3) The investigator observed that in a very few schools really the facilities worth their money (of term fees) are given to the pupils. In 41 per cent of schools no such facilities were given to them. This was so, because of the illiteracy and lack of orientation among the members of the managements.

(iv) Phased Expenditure Programme

The budget of the schools should be spent in the phased programme. The table No. VII-39 reveals the data.

TABLE VII-39

Showing the Phased Expenditure Programme

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	28	17	56
Mixed	89	3	28	69
Gujarat State	120	10	27	62

According to area				
City	22	14	32	55
Rural	45	11	24	64
Town	53	8	28	64
Gujarat State	120	10	27	62

According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	9	35	56
Life membership system	5	20	20	60
Committee management	15	7	40	53
State Government	29	7	17	76
Local Bodies	10	10	20	70
Missionary	4	50	25	25
Gujarat State	120	10	27	62

It can be observed from the table VII-39 that only 10 per cent of schools fulfil the condition wholly, while 27 per cent of them fulfil the condition partly and 62 per cent of them do not fulfil the condition. The greater percentage of schools do not fulfil the condition. This was so because of two main reasons:

Firstly, the Government used to sanction the budget in the month of May and the Government used to give grants in the month of March. This means that only in the last month of the year the Government used to release the grants. This was the difficulty with all the schools. Therefore, those schools which had sufficient deposits and balance could spend the money in advance, while 62 per cent of them could not.

As a result of this, the phased programme of expenditure was not possible.

(v) The Development of the School
from the Surplus.

The school is not a profit-making concern. It is an educational institution. Therefore, the school should develop itself from the surplus. The table VII-40 reveals the data.

TABLE VII-40

Showing the Development of the School from the
Surplus

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

According to pupil population				
Boys'	13	38	54	8
Girls'	18	44	50	6
Mixed	89	33	52	16

Gujarat State	120	35	52	13

According to area				
City	22	41	50	9
Rural	45	31	51	18
Town	53	36	53	11

Gujarat State	120	35	52	13

According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	40	55	5
Life membership system	5	20	40	40
Committee management	15	20	67	13
State Government	29	38	45	17
Local Bodies	10	30	50	20
Missionary	4	50	50	-

Gujarat State	120	35	52	13

It can be observed that the 35 per cent of the schools fulfil the condition wholly, 52 per cent of schools fulfil it partly and 13 per cent of schools do not fulfil the condition at all.

Generally, very few schools were profit-making institutions. Most of the schools are run by small or big societies. They may try to save money from the term fee accounts, but generally, this saving is meant to be used for the further development of the school.

It can be observed that almost all the schools of missionaries and those of public trust fulfil this condition. Generally, all the schools try to fulfil the condition excepting a very few of them.

(vi) Suggestions from Teachers for the Requirement of the School Budget

The budget should be prepared with the co-operation of senior teachers. The suggestions of the requirements of different subject teachers must be incorporated in the school budget.

Table No. VII-41 reveals the data.

TABLE VII-41

Showing the Invitation for Suggestions from the
Teachers for the Requirement of the School
Budget

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

According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	33	50
Mixed	89	15	31	54

Gujarat State	120	16	31	53

According to area				
City	22	18	45	36
Rural	45	27	27	47
Town	53	6	28	66

Gujarat State	120	16	31	53

According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	26	42	33
Life membership system	5	20	40	40
Committee management	15	7	27	67
State Government	29	7	17	76
Local Bodies	10	10	30	60
Missionary	4	50	50	-

Gujarat State	120	16	31	53

It can be observed from the table that only 16 per cent of schools fulfil the condition wholly, 31 per cent partly and 53 per cent of them do not fulfil the condition at all. All the missionary schools fulfil the condition wholly or partly. Greater percentage of town schools do not fulfil the condition. The greater percentage of schools managed by the Committee management, State Government and Local Bodies do not fulfil the condition. It is a surprising feature to note that the very schools run by the State Government do not fulfil the conditions laid down by the State Department of Education.

9 | On the whole, the criterion on school finance is considerably weak not from the point of view of finance, but from the point of view of preplanning, processing and priority in the allocation of funds.

(10) The School Schedule and Time Table

Every school must prepare a schedule for its proper functioning. Planned programme leads to successful results in achievement. The planning of the schedule saves time, energy and money. The present criterion included seven questions. The last question

was based on the conditions of the schools. Totally, six conditions were included in this question. The conditions were as follows:

- (i) Preplanning of the schedule.
- (ii) The co-operative process in planning the schedule.
- (iii) Improvements in the planning of the schedule.
- (iv) Working of the time-table on the opening day.
- (v) Meeting the curricular needs in the time-table.
- (vi) Meeting the community needs in the time-table.

The data is presented in Tables VII-42 to VII-47.

(i) The Preplanning of the Schedule

The entire work of the year must be preplanned. The preplanning may include the distribution of curricular programme, the co-curricular programme, the examination programme, the staff meetings, etc. The data is shown in the table VII-42.

TABLE VII-42

Showing the Preplanning of the Schedule

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	28	22	50
Mixed	89	2	3	94
Gujarat State	120	8	9	82

According to area				
City	22	14	14	72
Rural	45	11	13	76
Town	53	4	4	92
Gujarat State	120	8	9	82

According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	9	7	84
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	3	7	90
Local Bodies	10	-	10	90
Missionary	4	50	25	25
Gujarat State	120	8	9	82

TABLE VII-43

Showing the Co-operative Process of Planning
the Schedule

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	28	22	50
Mixed	89	2	3	94
Gujarat State	120	8	9	82

According to area				
City	22	14	14	72
Rural	45	11	13	76
Town	53	4	4	92
Gujarat State	120	8	9	82

According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	9	7	84
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	3	7	90
Local Bodies	10	-	10	90
Missionary	4	50	25	25
Gujarat State	120	8	9	82

TABLE VII-44

Showing Improvement in the Planning of the Schedule

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	28	22	50
Mixed	89	2	3	94
Gujarat State	120	8	9	82

According to area				
City	22	14	14	72
Rural	45	11	13	76
Town	53	4	4	92
Gujarat State	120	8	9	82

According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	9	7	84
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	3	7	90
Local Bodies	10	-	10	90
Missionary	4	50	25	25
Gujarat State	120	8	9	82

TABLE VII-45

Showing Working of the Time-table on the Opening Day

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

According to pupil population				
Boys'	13	46	31	23
Girls'	18	56	22	22
Mixed	89	11	48	41

Gujarat State	120	22	42	36

According to area				
City	22	27	36	36
Rural	45	24	40	36
Town	53	17	47	36

Gujarat State	120	22	42	36

According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	40	35	25
Life membership system	5	20	40	40
Committee management	15	13	40	47
State Government	29	3	52	45
Local Bodies	10	10	60	30
Missionary	4	75	25	-

Gujarat State	120	22	42	36

TABLE VII-46

Showing the Condition on Meeting the Curricular
Needs in the Time-table

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

According to pupil population				
Boys'	13	46	31	23
Girls'	18	44	44	11
Mixed	89	49	37	13
Gujarat State	120	48	38	14

According to area				
City	22	59	32	9
Rural	45	40	42	18
Town	53	51	36	13
Gujarat State	120	48	38	14

According to managements				
Charity endowment trust	14	50	36	14
Public trust	43	60	37	2
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	41	38	21
Local Bodies	10	30	40	30
Missionary	4	75	25	-
Gujarat State	120	48	38	14

TABLE VII-47 .

Showing the Condition on Meeting the
Community Needs in the Time-table

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

According to pupil population				
Boys'	13	46	31	23
Girls'	18	44	22	33
Mixed	89	42	48	10

Gujarat State	120	42	42	15

According to area				
City	22	45	36	18
Rural	45	44	40	16
Town	53	40	47	13

Gujarat State	120	42	42	15

According to managements				
Charity endowment trust	14	50	43	7
Public trust	43	51	35	14
Life membership system	5	20	40	40
Committee management	15	40	40	20
State Government	29	38	52	10
Local Bodies	10	20	60	20
Missionary	4	50	50	-

Gujarat State	120	42	42	15

It can be observed from the table that 82 per cent of schools do not fulfil the condition; and only 17 per cent of them fulfil the condition. This suggests that most of the schools are not oriented to the philosophy and technique of planning.

The investigator noted the following facts for the absence of planning in schools. Firstly, they said that they did not know how to plan the schedule. In fact, they needed training and orientation in it. Some of the orthodox principals resented this type of planning. They said that there was no need of detailed planning as the schools were run regularly well. Some of the principals said that they did not get time to plan the schedule as the work in the schools was heavy. Some of the principals were lacking in the technique of planning.

The investigator could notice that these schools which were planning the schedule, planned it as a co-operative process, and revised the schedule as a result of experience.

(ii) The Co-operative Process of
the Planning of the Schedule

Wherever the schedules were planned, they were

planned in a co-operative way. Without co-operative process, the schedules cannot be planned. What is important in this process is the involvement of all the teachers in the school. The table VII-43 reveals the data.

It can be observed from the table that the same percentage of schools as indicated in the table VII-42, fulfil this condition. This is so, because the entire process of planning a schedule was a co-operative process. Of course, the extent of involvement of teachers in this process, varied from school to school.

(iii) The Improvement in the Planning of Schedule

It can be observed that the same 82 per cent of schools do not fulfil this condition. The schedule of one year can be taken as a base but cannot be taken up in toto. Therefore, all those schools which planned the schedules, improved upon it every year.

(iv) Functioning of the Time-Table on the Opening Day

Generally, in the schools, what happens, that the time-tables never come into force on the opening day. The school administration takes time to settle

down and approximately a fortnight is spent in giving admissions, forming classes, etc.

The table VII-45 reveals the data. Twentytwo per cent of schools, the condition is wholly fulfilled, in 42 per cent of schools the condition is partly fulfilled, in 36 per cent of schools the condition is not fulfilled. Most of the schools not fulfilling the condition are mixed schools, and the schools managed by charity endowment trust, Committee management and the State Government.

The school principals discussed the following reasons for non-fulfilment of the condition: They said that the admissions in the schools had to be given in the month of June. Secondly, the recruitment of teachers was not certain; because the teachers were not available in schools. Due to the uncertainty of certain factors on which the time-table is to be based, the time-tables were not coming into force on the opening day in schools. Even then, the investigator observed that much depended upon the principals of the schools and circumstances.

(v) Meeting the Curricular Needs
in the Time-Table

The school time-table must meet the curricular needs. It can be observed from the table VII-46 that 48 per cent of the schools fulfil the condition wholly, 38 per cent of them fulfil the condition partly and 14 per cent of them do not fulfil the condition at all. Among the schools not fulfilling the condition, most of them belong to life membership system and Local Bodies.

Generally, in the schools of Gujarat, the curricular needs are taken into consideration. In some of the schools, the principals were newly appointed, some schools were newly opened, as a result of which they were new to the techniques of preparing time-tables on the basis of curricular needs.

(vi) Meeting the Community Needs in the Time-Table

The same is the case with the fulfilment of community needs. The schools of today should be alert about the needs of the community. They should arrange the school timings on the basis of the timings convenient to train-comers.

On the whole, with regard to the school

schedule the picture of the schools of Gujarat show that the trend of planning the schools schedule has started.

IV. OBSERVATIONS

(1) The Selection and Composition of Teacher Personnel

(1) The teacher selection process was the co-operative process in a great number of schools. Only in a few schools, the school committee, without the consent of the principals, selected the teachers.

(2) Among the managements, it was observed that the missionary management and public trust schools showed better picture than the schools managed by other managements.

(3) It was observed that the Government has given proper rule regarding teacher selection procedures but the schools do not follow the rule to the desired extent, inspite of the machinery of inspection by the departmental staff.

(4) In the selection of teachers, the most important criterion that was taken into consideration

was the professional qualifications of the teachers. Then, the criteria like basic qualifications and the experience were taken into consideration.

(5) It was observed that the teachers were available for city schools whereas a dearth of teachers was felt in the rural schools. Even though, there was a system of giving additional increments, this dearth was felt by the rural schools.

(6) The schools generally employed enough number of teachers but when the teachers were on the long leave, the school committee did not appoint teachers for the period and saved the money. As a result of this workload increased for average teacher.

(7) The Department gave the permission to appoint 1.4 to 1.6 teachers per class. The Government gave half the amount of grants on the salary of the teachers. But the school committees appointed 1.4 teachers for class and took advantage of the lowest side of the ratio fixed up by the Department of Education. This type of saving of money resulted into heavy workload of teachers. The teachers had to teach for nearly 35 periods per week and had to work for 2 extra hours daily.

(2) Conditions of Service

(1) As regards the security of the tenure of office, it was observed that comparatively the posts of teachers were secure. The recent Grant-in-Aid Code gives more security to teachers.

(2) The workload was not divided equitably among the teachers in some of the schools. An attempt was made to distribute the work equitably in most of the schools.

(3) Generally, in most of the schools, the extra class responsibility was distributed equitably.

(4) The stability of the staff of the schools is, on the whole, maintained.

(5) The condition of service was generally better in cities than in towns and rural areas.

(6) The missionary managements and the public trust schools were better schools with regard to the conditions of service.

(7) The teacher-pupil ratio of 1:30 was generally maintained in schools. For city schools the ratio was greater because of the heavy rush on schools for

admission.

(8) On the whole, it can be said that the condition was good regarding service conditions in the schools of Gujarat.

(3) Staff Organisation

(1) Most of the schools in Gujarat State are organized on departmental lines but some of them are not organised on departmental lines.

(2) The fulfilment of this condition depended on the orientation of the headmasters regarding this philosophy.

(3) It is observed that there is a dearth of the teachers in schools, as in 48 per cent of schools all the posts are not filled in.

(4) Generally, the teaching work was distributed in schools on the basis of the subjects of teachers in either at the first degree or at the professional degree.

(5) It was observed that in only 44 per cent of schools, the staff meetings are held. In a greater

percentage of schools the staff meetings are not held. This suggests a very poor picture of the schools of Gujarat. One of the reasons was the lack of orientation of staff members regarding the staff meetings.

(4) Managing Committee

(1) The general picture of managing committee is fairly satisfactory in the schools of Gujarat; as most of the schools have managements which determine the policy of the schools according to the rules and regulations, which had over the executive functions to the head of the school, which were holding regular meetings, which kept minutes of such meetings, which composed of competent members and which exercised powers in consultation with the principal.

(2) Only 8 to 10 per cent of schools were having managements which do not follow these conditions due to lack of initiative, inefficiency, unprincipled philosophy and profit motives in schools.

(3) It was the opinion of the principals that illiteracy on the part of the members of managing committee hindered the progress of the school.

(5) The Headmaster

(1) It was observed that generally the headmasters divided their time suitably between the administrative and supervisory duties. Only in certain schools where the headmasters were newly appointed the condition was not fulfilled.

(2) It was observed that in most of the schools the headmasters provided the assistance and a feeling of security to the new teachers.

(3) The headmasters tried to facilitate the professional equipment of the new teachers through staff meetings, personal guidance, etc. At the same time, in schools where the headmasters were newly appointed, they did not fulfil the conditions.

(4) On the whole, the picture is comparatively satisfactory in the State of Gujarat.

(6) Health and Medical Staff

(1) In 66 per cent of schools, a qualified person was available for the first aid but in 34 per cent of schools the person was not available. This was due to the lack of initiative on the part of the

managements.

(2) According to the Grant-in-Aid Code rule, the up-to-date medical records of medical examination were kept in schools.

(3) The remediable defects were called to the attention of the parents in 46 per cent of schools, but, in 54 per cent of schools the defects were not called to the attention of parents. One of the reasons was the lukewarm attitude of the parents.

(4) In very few schools the systematic follow-up was done by the doctor. This was due to the lack of the funds and lack of co-operation on the part of the parents.

(7) Pupil Records

(1) It was observed that in most of the schools different records of pupils were available. The records generally available were: General Register, Class Register, Medical Examination Report, and Cumulative Record Card.

(2) Proper followup work on the basis of these records was done only in 50 per cent of schools of

Gujarat.

(3) In most of the schools the Cumulative Record Card was maintained, though, in incomplete manner.

(4) The criterion on pupil records was fulfilled by the schools as a result of the rules in Grant-in-Aid Code. However, there were some schools, which were exceptions to this. This reflected the weaknesses of the inspection system.

(5) Some schools do maintain up-to-date pupil records including profile cards and sociograms.

(8) Reports to Parents

(1) It was observed that most of the schools used to send the reports to parents.

(2) The frequency of sending the reports varied from school to school but most of the schools used to send the report every month.

(3) The parents were encouraged by some of the schools to comment on the reports but due to the illiteracy, poverty, and lack of consciousness of

purpose, the parents were not responding to this quite positively.

(4) In a very few schools, there were strong Parent-Teacher Associations. These schools fulfilled the criterion wholly.

(5) Among the managements, all the schools under the Committee Management and missionaries fulfilled the criterion wholly and the Local Bodies and life membership system managements could not fulfil the criterion in greater number of schools.

(9) School Finance

(1) It was observed that nearly fifty per cent of the schools adopted the preplanning of the budgets, while the rest of them did not preplan their budgets. This was due to the lack of orientation, insight and lack of freedom on the part of the principals.

(2) It was observed that the expenditure by different schools on items like libraries, co-curricular activities etc. was not uniform or proportionate.

(3) Most of the schools had deficit budgets and they did not have enough surplus in the banks.

(4) Most of the schools felt that the budgets were not adequate. This was due to the expansion of schools in recent years.

(5) Very few schools had the phased programme of expenditure, because the budgets were sanctioned earlier but the grants were released in the last month of the year by the Government.

(6) Suggestions from the teachers were invited in a small percentage of schools because of the lack of orientation, initiative and freedom on the part of the principals.

(7) Out of the schools managed by different trust agencies, the missionary schools and public/schools create a good picture as regards school finance.

(10) The School Schedule and Time-Table

(1) It is observed that in a few schools of Gujarat, the schedule of the year is preplanned. In most of the schools, it is not preplanned because, the principals lacked orientation.

(2) In all the schools in which the schedule is planned, it was planned in a co-operative spirit,

and in all these schools the schedules were revised every year. But in most of the schools the schedules were not planned.

(3) In a very few schools the time-table was operative on the opening day because of the difficulties of pupil admissions and teacher recruitment.

(4) In most of the schools the curricular and community needs were taken into consideration, while planning schedule and the time-table.