"When I despair, I remember that all through history the way of truth and love has always won. There have been tyrants and murderers, and for a time, they can seem invincible, but in the end, they always fall. Think of it—always."

— Mahatma Gandhi

Education has generally been recognised as an agent or instrument of development. Education accelerates the process of social change by changing our beliefs and mindset. Education is not only the means of social control but also an instrument of social change. In contemporary times, education has been disconnected from religion and it has gained a secular nature which augurs well for its fast development.

Education has also been helpful in development of science and technology. It brings about sea-changes in the behavior of society thereby making people's life better than earlier times. Education process brings about significant changes in individuals to enable them participate in the social processes and contribute their mite for development of the entire society. Education liberates man from all sorts of prejudice and bias that were obstructing our progress. Education further leads to socio-cultural transformation and improvement in various institutions-political, administrative, social and economic. Education brings are phenomenal changes in values, norms and structures. Society also undergoes cultural and economic modernization, highlighting the principles of equality, fraternity and freedom. A rational and scientific outlook gives boost to industrial development initiating benevolent type of management techniques marked by universal values, motivation, mobility etc.
Though Haryana has progressed quite fast on economic front and it is one of the top ranking states in Per Capita Income now, much needs to be done so far as quality of education in schools, particularly government schools, is concerned. Throughout the State, the results of Ninth class are 94.31% which have been reduced to 56.84% in the Tenth class Board results. Eleventh class results are 93.97%, 90.40%, and 90.13% in Arts, Commerce and Science streams, respectively. Next year, the results got reduced to 75.08%, 72.84% and 74.20% in Arts, Commerce and Science streams, respectively for Twelfth class Board results. During the last academic session, the results of Fifty Two (52) government-run schools had been zero.

Keeping in view the needs of the contemporary times, the school students have not only to be guided academically but also culturally, morally and socially, so that they may become efficient and effective citizens of the country.

There is a great need of taking appropriate measures for improvement in school education in Haryana. Some organizations and individuals have been voicing their concern for it, from time to time. Mr Dinanath Batra, eminent educationist and promulgator of Save Education Movement in Haryana advocated the need for bringing sea-changes for which he suggested the establishment of an independent education commission free from the influence of politicians and bureaucracy.

I

During the course of the study of the organizational and administrative structure of Education Department in Haryana, it is found that there is a vast network functioning to achieve the required standards of Education. The administrative structure of the State is quite reasonable and the teachers and the principals have ample opportunities to express their views on relevant issues and approach the concerned officials with convenience and ease. The
higher officials are found to have inspected various schools from time to time. The Directorate at the State headquarters has adequate number of officials, technical experts and subordinate officials to supervise and guide the functioning of various schools under their jurisdiction. Secondary school teachers' training is looked after by the State Council of Education Research and Training, Gurgaon. District Institutes of Education and Training (D.I.E.T.) undertake mainly the training of elementary school teachers. The training provided to the teachers to expose them to new technologies is often found lacking in content. Apart from that, many participants don't take the training programmes seriously, which is a waste of public money.

The design of administrative system is the basic aid to the achievement of its primary objectives. If the design is unsound, the achievement of objectives is likely to fall short of expectations. The development in Education field has been promoted greatly by advances in the professional skills and technical proficiencies, but apparently the parallel advance have not been made in the art and science of Education administration.

Education has become a more cumbersome process due to technological, social and economic advances. To reap the benefits of modernization, the report of UN had pinpointed that a growing awareness has emerged for the need of more efficient administration, management and delivery of Education which will have to be adapted to local conditions.

The infra-structure in terms of building is found to be adequate in Secondary schools in the district under study. But the strength of specialists and experts is found to be inadequate at this level. There exist vacancies of lecturers of various subjects on account of which the students have to suffer a lot. It is found that utilization of specialization is not done properly as sometimes they get posted to a place where their specialization is not required and such postings are done on considerations other than merit.
The political interference in the working of these institutions is also reported from time to time. Political interference in the postings and transfers is quite common and local politicians try to influence the day-to-day working of the schools. The transfers of the staff are often done on political considerations. The statistics are attached more importance than actual deliverance of knowledge and know-how. The data is built for showing the performance notwithstanding the importance of the data which ultimately has to form the base for the coming policy or programmes.

The state has made a comprehensive Education policy which needs to be implemented properly and sincerely. But the irony is that most of the times the government in power, at centre or at state level, devises its own programmes or redesigns the old ones to get political mileage out of that. Special care should therefore be taken by the administrators of education policies that the people don't have to suffer due to political upheavals. Most of the government schools are affiliated with Haryana Board of School Education, Bhiwani, from the examination point of view whereas most of the privately run prestigious schools are affiliated with Central Board of Secondary Education (C.B.S.E.), New Delhi. The Directorate of Senior Secondary Education, Govt. of Haryana had initiated a very ambitious project named EDUSAT which could not be utilised properly and failed to a great extent due to apathy, lack of maintenance and human failure. However, the state is witnessing development in education field and it is expected that its speed will accelerate in days to come.

II

Senior secondary education in an important phase in education and this stage is full of many problems which need to be identified and solved for the proper growth of students. The emotional, physical and psychological needs of the students must be taken care of so that they may grasp the studies appropriately and play their role as responsible citizens.
The students in the senior secondary classes are in adolescence age where they require to be handled with great care and love. Their intellects are not mature and generally there is an imbalance in their personality. It is the duty of the teachers to treat them with sympathy and impartiality. Students consider teachers as their guru, and adore and respect them. If the students don’t get justice, they feel disappointed and their love, regards and respect for the teacher vanishes. Hence the teachers have to be broad minded and positive so that the students feel encouraged, learning and grasping the things appropriately and their creativity and originality gets a boost.

The teachers have to be role models for the students as they imitate the teachers. The teachers and the parents should not compare the students with others, as each one is a unique creation of God, with specific instincts and proclivities. The students have also to be kept safe from the ill-effects and misuse of modern gadgets of IT, internet, mobile etc. Girl students have to be safeguarded from gender discrimination, harassment and sex-abuse by providing right type of environment.

On the academic side, students' basic instincts and interests should be identified and they must be guided to make proper use of their hobbies and talents and not let their originality be hindered by just teaching them to memorize the points like a parrot. Students must also be provided career-counseling. The students must also be taught to learn and imbibe economy in life and make proper and best use of money. The students should be provided opportunity to learn the balance between play and study as both are necessary for them. Students have not to be made just mark securing machine. If they study without understanding the concepts, they might not be successful in practical life. Teachers should not only see the marks but also the understanding ability of the students. The present CCE (Continuous and Comprehensive Evaluation) method may prove very useful but it should be
blended suitably so that the students learn the theoretical subjects also properly.

There should be adequate infrastructure for all-round development of the students. Further, the students must be provided proper atmosphere so that they learn to respect life and adopt a positive, creative and vibrant attitude toward life. They must be taught to have sympathy for the poor, the deprived and the backward sections of society. If students adopt a positive attitude and become successful in life, credit goes to the teachers for providing appropriate guidance and support. Such teachers and students bring glory to the nation and help it achieve new heights. If the problems mentioned above are dealt with appropriately and systematically, secondary education can certainly become ideal for making the lives of students.

III

During the study, it was found that the situation in schools is not that bad as it is reported in the media or elsewhere. There are various positive indicators as revealed above, in the analysis. The schools are found to have been inspected regularly, generally once in a year. Inspection keeps the staff at check and ensures discipline among them. Teacher-student ratio falls somewhere between 1:30 to 1:35, which is a great improvement as compared to the times when it was 1:60 or even more. Various government drives and ‘Sarv Siksha Abhiyan’ are responsible for improvements in teacher-student ratio.

Majority of the respondents are found to have reported that the quality of the furniture available in classrooms is ‘very good’. Majority of the respondents have asserted that career counselling is provided in the schools. This is a good sign as the platform for their employment is created at the school level itself. A vast majority of the respondents have confirmed that the Local Management Committee is functioning at the schools. Further, a vast
majority of respondents admitted that importance is given to communication skills in the schools. As good communication is a pre-requisite for modern professionalism, it is a good indicator.

Meritorious and intelligent students are being awarded scholarship through various schemes of central and state governments. Thus, it creates motivation among students and enhances competitive attitude among them. An overwhelming majority of respondents are found to have accepted that moral values and ethics are being taught in the schools. Therefore, there are good chances that coming generation will have good moral values and will work for a corruption-free society. Majority of the respondents have admitted that they are taken on study tours. It enhances their knowledge and presents an opportunity of meeting people of different cultures, religions and languages which enhances their awareness about our ancient culture and glorious past.

An overwhelming majority of respondents have been found to have admitted that Modern IT and teaching gadgets are used in the classroom to make study interesting, free from monotony. It has also been found in the analysis that community activities are encouraged by the teachers and the students are involved in it. It makes them integrated to the society so that they can become good citizens in due course. Students are also found to have been encouraged in the class rooms to seek their queries on the topic and clear their doubts, if any. Thus, proper participation of the students is encouraged which increases their knowledge and makes them free from study-fever. This helps them a lot in the long run. On account of New Sports Policy of the government and as more and more money has been poured by the government in the sports, various sports programmes are held in the schools. It gives them an opportunity to start a career in sports. Various types of sports kits are available in the schools. Good drinking water and other amenities are found to be available in the schools during the above analysis.
Thus, looking at the above assessment, it can be said that a great future lies for students in education in India. The conditions are improving very fast as revealed from the study.

IV

The three main stakeholders in school education are students, teachers and parents. The students are future of the nation, as on their shoulders rests the responsibility of leading the nation. The teachers and parents have to provide them guidance; support and encouragement so that they may grow and develop in the best possible way and their talents and capabilities are fully developed and channelized in the right direction. The place of teacher is quite high and respectable, as they mould the lives of students so that they may fulfill their responsibilities as respectable and efficient citizens.

Though the parents play an important role and they are also directly related to education of their wards, teachers have greater stake in education because it is their chosen profession and they are considered directly responsible for the performance of students in school. Hence the perceptions of teachers on various issues related to senior secondary education are quite relevant and in this chapter the same have been discussed and analysed so as to be able to understand and comprehend the issues under discussion thoroughly. A total of 40 teacher respondents belonging to schools of district Panchkula contributed their views. The instrument used for gathering the relevant information was an interview schedule containing twenty (20) questions.

The first issue was the inspection of schools to which majority of the respondents opined that these are held once in a year, which seems to be reasonable and practical. On the second question of reasons of drop out of students, it was found that most of the students discontinue studies because of financial problems. Hence attention should be paid on enhancing financial
position of the parents. One of the next issues was the criteria of giving marks to students which most of the teacher–respondents have opted to be intellectual development, which appears to be reasonable. On the issue of Parent-Teacher Association, the respondents opined that it is functioning well and majority of the parents are now taking participation, which is a positive sign. The teacher-respondents admitted that physical punishment is not practiced generally but it has not been discontinued altogether and there is need to provide psychological training to the teachers to enable them handle the students tactfully.

On the issue of motivating the students for clearing their doubts, overwhelming majority of respondents stated that they are inspired to do so, which is again a very positive sign. Next, it was found that sufficient attention is now being given by the teachers on teaching communication skills to students. Though most of the respondents were found satisfied with recruitment policy of teachers, some of them wanted some improvement in it. They were not very clear about the transfer policy of teachers should be made more transparent and effective. While grievance redressal mechanism is found to be functioning and effective by majority of respondents, some improvement in it is desired by some of them which need to be looked into.

Teachers training programmes are found to be effective by majority of the respondents, but some have advised improvements in it. Overwhelming majority of respondents opined that it is the fundamental duty of the teachers to instill the spirit of enquiry in the students which is very positive sign and teachers should be further inspired to continue doing so. Principal-Teacher relations are found to be excellent by majority of respondents but a significant number of them have expressed dissatisfaction and desired improvement in Principal-Teacher relations which issue must be taken care of properly, as the education system is greatly affected by it. Majority of respondents are found satisfied with the promotional avenues for teachers. About corrupt practices
being noticed in schools, the respondents have given a mixed response and more efforts are needed to make education free from corruption and fully transparent. Most of the respondents opined that Edusat programme has not been effective and such programmes should be implemented after thorough studies. On the issue of the use of new and innovative technology in teaching, the respondents stated that it is being used sufficiently, though traditional methods are also being used.

The response of the teacher-respondents gives a positive indication and hence efforts should be made to use their views for bringing betterment in education system.

The Right to Free and Compulsory Education (RTE) Act, 2009, was passed on 1st May, 2009 and was to be effective w.e.f. 1st April 2010. Though universal, free primary education was already guaranteed in the Constitution, the reason why it was felt necessary to enact this legislation was that even after 59 years of independence, India had still not achieved the goal set out in the Constitution. It is a fact that about half of the children who start primary school don't enter secondary education, which is really regrettable.

Education in India is besieged by many problems. The parents of students, even if they are the poorest of the poor, try to make financial arrangements so as to enable their children to study in private schools. Though the share of education in the Central and state budgets has been declining, unavailability of funds for education does not seem to be the real problem. Teachers’ absenteeism is a major problem, particularly in government schools in rural areas. The lack of accountability is more among primary schools teachers. At primary school stage, there is also an acute shortage of teachers as a consequence of which village school masters and teachers have to teach more than one class at a time, in the same room.

The situation aggravates further due to chronic absenteeism of school teachers. The main reason of this plight is because there is great interference
of political parties as many of the teachers are associated with them and they neglect their duty and flout service rules. Total job security and handsome government salary, with regular increase in clearness allowance seem to be insufficient to such teachers. The state of English teaching in government primary schools is really a matter of great concern. English has been ignored continuously even though it has became obvious that there is the dire need of knowledge of English for success in education, career, employment and personal development of students.

Due to growth of the modern industrial and services sector, English has come to occupy a prominent place as the medium of communication and it has made knowledge of English the gateway to the most lucrative jobs. That is why even landless labourers in some northern states in India, are withdrawing their children from the agricultural and manual work so that they may get good education in English medium private schools. The lackluster performance of our education system is also because of our inability to have a suitable blend of technical education in school curricula. Despite the best of our efforts to popularise and implement technical education, our technical institutes have not been utilised appropriately.

These are some of the major problems faced by today's education system in India. Present study was undertaken to understand various such issues.

MAJOR FINDINGS OF THE STUDY

Followings are the major findings of the present study:

- Majority of the respondents have been found to opine that inspections have been carried out once in a year. Still considerable number of respondents have stated that the inspections are carried out twice a year. A few respondents have shown their ignorance about inspection of schools by higher officials. Such negligible number of respondents
can easily be overlooked. The above analysis shows that the majority of the respondents have chosen inspection to have taken place once in a year, which is quite fair and practicable.

- Vast majority of the students are of the view that there is one teacher per thirty students in the schools. More than one-fifth of the respondents are of the view that the teacher-student ratio is one student per fifty students. If the number of students is about thirty, the teacher can easily handle their queries and this will facilitate easy mutual interaction among them. If the students are more than 30 in number, the teacher may find it difficult to handle them and they might also not get proper attention of the teacher. Hence the teacher-student ratio of 1:30 appears to be quite reasonable. Awareness is growing on this and the government schools as well as privately managed schools are trying to maintain this ratio.

- Majority of the students are of the view that they are given career counselling to a large extent. Considerable number of respondents feel that they are given counseling upto some extent only. Negligible number of respondents who state that they are not given counselling have been neglectful and have not taken the studies seriously.

- Overwhelming majority of the students found to have supported the idea that scholarship should be provided to the intelligent and meritorious students so that they are encouraged and are able to complete their education with zeal. Though a considerable number of respondents are found to have support the idea that scholarships should not be provided at all. Only a negligible portion of the respondents support its provision in varying degrees.

- Majority of the students are of the view that financial problems are the chief reason for drop outs. Domestic problems are the next dominant
reason in this regard. Lack of guidance and lack of interest in studies are less responsible for drop out of the students. The table gives guidance for tackling the problem of dropout by suggesting to financially supporting the students if they want the students to continue their studies. Their domestic problems also need to be looked at and taken care of for their continuance of education.

- More than three-fourth of the students are of the view that the Local Management Committee does exist and functioning at the school. Few more than one-seventh of the respondents deny existence of this committee. Only negligible number of students are undecided on this issues.

- Respondents vehemently affirmed that moral education is being taught in the schools. Only a negligible number of the respondents denied moral education being taught in the school or being taught quite often in the school.

- About two third of the respondents are found to agree that the study tours are conducted regularly in their schools. About one-seventh agree that these are conducted occasionally and few more than one-fifth denied that the study tours are conducted in their schools.

- About one half of the respondents find classroom furniture as very good. More than one third find it in good state while approximately one tenth of the respondents find classroom furniture as satisfactory. Few of the respondents find it as unsatisfactory or poor as well.

- Students, vehemently, are inspired by their teachers to participate in classroom activities. Very few of the students are self-motivated or inspired by their parents. Few them also attribute it to their friends.

- More than two third of the respondents are found to have faced no difficulty in syllabus and do not feel the syllabus to be heavy. Nearly
one-fourth of the respondents feel it heavy and difficult to follow. A few of the respondents feel it difficult to great extent.

- More than two-third of the respondents agree that IT and modern gadgets are being used in teaching. Nearly one-fourth of the respondents deny use of such gadgets in the school while teaching. Still there are a few number of respondents who agree use of these tools upto certain extent. This shows that even though modern gadgets are being used to a great extent, their use has to be increased to a larger extent in order to benefit many more students.

- Majority of the respondents have been found to have knowledge of general knowledge and current affairs while nearly one third agree that they have good general awareness. Still more than above one-tenth of respondents agree that they have satisfactory level of general knowledge and awareness.

- Respondents vehemently agree that they are encouraged to take part in community activities. This is a good indicator that the teachers are interested in creating social awareness in their students and developing them into socially responsible future citizens. It is really praiseworthy to note that the students are being inspired to participate in noble work which can certainly boost the morale of positivity and creativity in the entire society.

- Overwhelming majority of the respondents are found to follow their teachers in their behaviour and discipline and moulds their behaviour accordingly. Only a few held the factor of physical environment, family environment and parents interest responsible for moulding their discipline in the schools. It brings to the light that teachers must understand their responsibility and should act as role models for their students.
• More than half of the respondents are found to have rated the sports facility available in the schools as very good. Nearly one third found these as rate it as 'good'. A few of the respondents found it as unsatisfactory as well.

• Thus, majority of the respondents are found to have rated the availability of the water quality as 'Very Good'. One-fourth of the respondents confirm the drinking water quality as 'Good'. This shows that the schools care for the health and well being of their students and do whatever is needed to ensure the same.

• Respondents are equally divided about the use of audio-visuals for making the lessons easily understandable. Very few confirm the use of these tools quite often while teaching and making the lessons understandable.

• Overwhelming majority of respondents are found to opine that the marks should be awarded based on intellectual development. Very few name it on financial status or social status. Considerable number of respondents support the idea that marks should be awarded based on understanding and grasping power.

• Whopping majority of respondents have answered in affirmative on question of holding of quiz, elocution and other contests in the schools. Only one respondent denies such contests. This is a very encouraging factor. This shows that students are not pinned down to regular and monotonous curriculum alone.

• More than half of the respondents opined that the involvement of parents/guardians' interest in study of their children is Very good'. Few more than a fourth of the respondents find it 'good'. Considerable number of respondents opines that it is satisfactory. Negligible number of respondents express that the interest of parents or guardians in the
study of their children is not satisfactory.

- Two-fifth of the respondents are found to have admitted that students are warned for their negligence in studies. More than one-fifth of the respondents admit that not only the students are warned, but their parents are also informed about their mischief or negligence in the school. It clearly shows that though the corporal punishment has reduced to a great extent, it has not been discontinued totally, despite written instructions of the education department to the teachers that students should not be beaten physically in any circumstances. Teachers can be given psychological training to handle students when they make mischief.

- Vast majority of respondents are found to have admitted that students do mischief or neglect studies because they find studies boring. A considerable number of respondents admit that their negligence in studies is due to lack of supervision. Negligible number of respondents feels that due to lack of values, students do mischief or neglect in studies.

- Vast majority of the respondent feel that teachers do motivate the students to enquire in class and clear their doubts. Only negligible number of respondents feels that students are not motivated to ask questions and enquire in classrooms. Considerable number of respondents has asserted that they are encouraged to ask questions only on some of the occasions.

- Majority of the respondents have been found to have a positive attitude and instead of blaming it on other factors (as mentioned above) they have taken the whole responsibility on their shoulders. When we are aware and vigilant about our shortcomings and deficiencies, we make extra efforts and try our best to better our performance. This attitude of
the students will surely be a plus point and will help them in their endeavours to perform better. Only negligible number of respondents has been found to have admitted that students are responsible for their poor performance upto a great extent.

- Vast majority of the respondents are found to have admitted that the schools are giving importance to the teaching of communication skills in schools. More than one-fourth of the respondents feel that attention given to teaching communication skills in school is 'good'. The respondents who are not satisfied with the teaching of Communication Skills in schools are negligible.

- Respondents are found to vehemently agree on the assertion that students are generally weak in English and special attention must be given to English Language teaching. This throws ample light on the teaching of English language in senior secondary schools, particularly in government schools. It is generally seen that more attention is paid on completing the course or syllabus of the text-books, rather than enabling the students to understand and grasp the text properly and making them proficient in expressing themselves effectively, spontaneously and accurately. Some opine that this lack of knowledge is due to the policy changes in education, while others ascribe it to lack of the State government's recruitment policy of teachers.

- Vast majority of the respondents are found to have asserted that the responsibility of cleanliness, upkeep and maintenance lies on the shoulders of government, students and teachers, collectively. A very small proportion of the respondents are found to have asserted that the upkeep and maintenance is the responsibility of the government and parents. It is clear that these respondents have not understood the issue properly, because without the involvement of the students and the
teachers, this aspect cannot be handled comprehensively, under any circumstances. Hence, the opinion of the majority of respondents stating that the responsibility of cleanliness, upkeep and maintenance of school premises vests with all the three stakeholders viz. the government, the teachers and the students seems to be quite reasonable and relevant, keeping in view their roles and responsibilities in school education, in the present circumstances.

Suggestions

• **Periodic evaluation of Education Policies:** Education Policy should be revised according to the latest developments in the field of education round the globe. Modern techniques of teaching should be borrowed from the successful countries' education system. We can make some amendments according to our needs.

• **Transparent And Logical Decisions:** All the decisions of the education department should be transparent and logical. Decisions should be made keeping in view the benefit and well-being of all the stakeholders and there should be mechanism to apprise and acquaint them effectively and reasonably well in time. There should not be any ambiguity in rules and regulations. For example, transfer policy of the teachers should be reasonable and transparent. There should be a fixed tenure of posting of teachers at a place which may be three years at least. There should be provision of transfer even before three years, if there are complaints of any irregularity, absenteeism, dereliction of duty or of moral turpitude. All the stakeholders should be well aware of the policies and their implementation. There should be transparency in selection and recruitment of teachers which is the basis of proper development of education. If qualified and deserving candidates are selected, that will be very useful for the students and the society in due course. If corrupt practices are allowed to infiltrate into recruitment and
selection of teachers, that becomes detrimental to education and it has very ill-consequences because unqualified and non-deserving candidates are selected and they do not have proper knowledge or qualifications.

- **Student-centric corruption-free education system:** Education system should be having the welfare and well being of students at its centre. There should be proper system and methods which promote honesty in dealings and students should not have to suffer due to dishonesty and corruption. Procedures and rules should be modified and revised so as to make them simple and easily understandable.

- **Zero-Tolerance Absenteeism:** Many a time there is lot of absenteeism of teachers in rural areas particularly. This results into lot of loss to the students and they have to suffer due to this habit of teachers. Many teachers have political links under the influence of which they misuse their powers and there is dereliction in duty. On many occasions they are posted near their residence and misuse their duty time in doing their personal work. Hence there should be strict check on it and there should strict punishment for absenteeism.

- **Inspection and Feedback Monitoring:** Inspections must be carried out periodically and these should be undertaken without prior information. Planned and informed inspections do not have very effect and efficiency. Surprise inspections can reveal many facts and these can be very effective in removing the drawbacks and shortcomings of the system.

- **Check on Tuition shops:** These days many teachers don't take interest in teaching students in school because they engage private tuitions at their homes. There should be strict rules to dissuade teachers from taking private tuitions at their homes or elsewhere. Because of lack of
dedication and sincerity of teachers towards teaching, many students remain weak in studies and they join some private coaching institutes. There should be proper check on such practices so that teachers do not avoid their duties and do not shirk work.

- **Promotional Avenues for Deserving Teachers:** There should be proper opportunities and avenues for promotion to higher post. In absence of these opportunities, there is frustration among teachers. The promotion opportunities should have proper consideration for academic and professional qualifications. At present most of the teachers are not satisfied with the promotional system. The promotion policy should provide equal opportunities to all.

- **Balanced Teacher - Student Ratio:** Teaching can be ideal if there is proper interaction between the teachers and the students. This can be possible if number of students being taught by the teacher is ideal. In many schools a teachers has to teach more than even 50 students. It becomes difficult for the teachers to give proper attention to all students. if there number is more. Ideal teacher - student ratio is considered to be 1:30 or 1:35.

- **Strong Parent -Teacher Association:** Parent - Teacher Association can prove very fruitful in shaping the career of students. The association should meet more frequently to deliberate on various issues for the betterment of education system as a whole.

- **Effective and Practical Transfer Policy:** Transfer policy should be effective and practical for which periodic renew of staff deployment should be made. Transfers should not be effected just for the sake of it. There should be a fixed tenure of teachers at a place of posting which can be three years minimum. Frequent transfers make the teachers uncomfortable and their whole attention it diverted towards the
problems arising out of transfer. Hence only need-based transfers should be made.

- **Grievance Redressal Mechanism:** There should be proper system of grievance redressal of students, parents and the teachers. Grievances should be resolved amicably keeping in view the perspective of the stakeholders and it should be aimed at maintaining harmony, understanding and mutual respect.

- **Career Counseling Centers:** There should be career counseling centers which should provide proper guidance to students regarding employment opportunities, higher studies and research etc.

- **Focus on Ethical and Human values:** Ethical and human values play a very important role for success in individuals lives. They are also the real foundation of a strong, united and prosperous nation. Student life is the best time when values can be learnt and imbibed naturally and effortlessly. The teachers are role-models for the students and they must embody values such as honesty, mutual understanding, cooperation, peaceful co-existence, impartiality, sympathy, discipline and respect for various cultures and religions. The students can naturally learn from the teachers.

All forward-looking organisations are now-a-days paying special attention on incorporation of values and ethics in their work culture. NCERT and CBSE have also initiated programmes for propagation of values and the schools can implement the programmes with support of these initiatives. There are also some social and spiritual organisations that are quite active in this field. One of them is Prajapita Brahma Kumaries Ishwariya Vishva Vidyalaya, Mt. Abu, which has been working effectively for propagation of values in education field through their programmes "Living Values Educational programmes (LVEP) world
wide. The government can take appropriate measures to use these initiatives for betterment of education which can go a long way and prove highly beneficial for the society and the country.

- **Effective Teacher Training Programmes:** Effective Teacher Training programme assume utmost importance in present times when there are very low standards of teaching and students are instantly suffering from this malady. The teachers must be trained properly so that they may use both traditional as well as modern techniques of teaching, blending them suitably in the best interest of the student community. The teachers must also be psychologically adept at counseling students so that they get emotional support to surmount personal difficulties and tension successfully. It is the fundamental duty of the teachers to instill the spirit of enquiry, the feeling of unity and harmony and respect and reverence for all cultures, religions, races and languages in the students. Such teachers can really prove to be an asset for the nation.

- **Involving voluntary organisations:** There is many a time shortage of trained teachers who know their subject well. There are vacant posts of some subjects and there may also be vacancy of teachers in some subject due to sudden transfer, illness or any other exigency. In such cases, students have to suffer a lot. It should be explored if there are any voluntary organisations which can help the schools in providing the facility of the trained teachers in the particular subjects. There are also qualified persons who can be willing to teach the students without any selfish motives. If such efforts succeed, the same can also be implemented at a larger level. There are certain schools which are already using the services of voluntary organisations/ persons successfully.