CHAPTER - I

INTRODUCTION

Backdrop

The term ‘Education’ originated from the Latin word ‘Educare’ which means ‘to bring up’ or ‘to nourish’. Another derivation is from the Latin word ‘Educere’, which means to lead out or to draw out. The child is to be brought up according to certain aims and objects in view. The main purpose of education is ‘to lead’ or to ‘draw out’. Another Latin word ‘Educatum’ is also a source of the term 'Education' which means ‘the act of teaching or training’. Education, therefore, is concerned with the acquisition of knowledge and experience as well as the development of skills, habits and attitudes, which help us to lead a worthwhile life. It trains the individual through various experiences of life so as to draw out the best in him. Education is any act or experience that has a formative effect on the mind, character or physical ability of a person. It is through education that knowledge, skills, values and techniques learnt by people are passed on from one generation to another. According to Rabindranath Tagore, "The highest education is that which does not merely give us information but makes our life in harmony with all existence".

In ancient India, education system followed the tradition of guru-shishya where the students lived with their guru in their ashrams and learnt various life-skills from them. The subjects of study included Vedic and Buddhist literature, logic, Grammar etc.

Education is the deliberate and systematic influence, through instruction and discipline, for holistic and harmonious development of human beings. Thus education necessarily makes manifest the inherent potentialities in a pupil and it has a formative effect on their personality. The process of education includes dissemination of life experiences, knowledge, skills, and
attitudes to the members of the society. Although education is a life-long process, right from birth to death, still the school exerts greater influence in educating the child. The best type of education is that which enriches the students’ lives, enhances their personality and enables them to contribute their mite to social betterment and uplift.

The great divide between the education of the elite and the culture of the masses came under the British rule in the early decades of the nineteenth century. For many years, the protagonists of the oriental learning and western science argued their respective points of view in the deliberations of the policy-makers of the East India Company. The well known Minute of Lord Macaulay put the seal in favour of western learning, through the medium of English, which was made inevitable by the historical forces that held sway over of the minds of men, both English and Indian, at that time. Liberalism, missionary zeal, notion of progress and utilitarianism, all contributed to this fateful decision. Its most important aspect was, however, the political fact of foreign domination of a subject people whose culture was rejected in favour of an alien system to preserve and promote imperial rule. The sense of superiority and the attitude of arrogance marking the decision in favour of western learning through the medium of English language imposed a character on the new system of education from which it continued to suffer during the period of the British rule.

The colonial system of education developed in minor details, but basically what it was originally intended to be--an alien system of imparting literacy to a few and useful knowledge to the elite in a foreign tongue for creating a class of people who could be relied upon to maintain and strengthen the might of the British Raj in India. This system suffered from many defects which paralysed the originality of thinking and the urge of creativity among the Indians. It made a sharp break with the past, and remained for more than a century a foreign implantation without any
relationship with the roots of the Indian culture and the traditional values of the people. The colonial system was alien in concept, limited in scope and rigid in character.

In course of time, some small concessions were made in favour of native learning and the spread of literacy contributed inevitably to the growth of Indian languages. But the content of education from the elementary stage of mere literacy to higher education comprising largely the cramming of English literature and western sciences remained unaltered, nurturing an elite of feeble mind but sharp memory, of little freedom and boldness of thinking while manifesting high degree of sheer imitation, crippling conformity and effete obedience. The elite served the Raj and served themselves. A new class structure, worse than the old caste hierarchy, gave rise to divisions and inequalities in society.¹

Human Resource Development deals with all aspects of human development whether they relate to poverty, gender discrimination, denial of human rights and liberty, impact of globalization and environmental concerns. The present study focuses on education, including skill development aspect of HRD as it constitutes one of the most significant challenges being faced by India at present. The challenges facing India with respect to Human Resource Development (HRD) are to universalize secondary education and provide the right to education to all children, achieve full literacy for adults, upscale higher and technical education, and expand opportunities for vocational training. In addition, the government is also faced with the challenges of drawing up inclusive plans to bridge regional, social, gender and economic disparities which would provide equality of opportunity as well as a productive and meaningful life for all².

A related challenge is to ensure availability of funds for ensuring upgradation and strengthening of education infrastructure required to meet the desired objectives. To meet these challenges and to achieve the ultimate goals
of HRD, special schemes have been drawn up by the Government of India to focus on specific segments of the education system, by inter alia, promoting the participation of the private sector. The Government of India has also formulated various instruments and created agencies, which have been suitably integrated together to optimize available resources. In view of different requirements of each sector of education, school education and university/technical education have been segregated so as to ensure separate focus on each sector. Vocational education is also focused upon separately. Thus, the education sector policy of the government deals with different stages/segments of education namely, primary, secondary, university, technical and vocational education, while also paying separate attention to girls’ education, adult education and education of economically and socially disadvantaged communities.

The objectives of government policy are sought to be achieved through formulation of annual plans and long term and medium term plans, along with milestones and target dates. It also has coordination with related institutions, dovetailing these development plans with the plans of other sectors so as to achieve the national goals and objectives including Human Resource Development (HRD). In view of the fact that India has a federal system of governance, with States (administrative divisions into which the country is divided) being administered by State Governments under overall policy directions of the Central Government, implementation of Central Government policy also involves close coordination with the State and local administrations, particularly since the policy relating to education, except higher and technical education, is the responsibility of State Governments.

Human Resource Development is the part of human resource management that specifically deals with training and development of the employees in the organization. Human resource development includes training a person after he or she is first hired, providing opportunities to learn
new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities. Development of human resources is essential for any organisation that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture and use the capabilities of people.

Human Resource Development system aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principles. It is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee-training, their career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort.

Knowledge has always been a distinguishing characteristic of human beings in view of their unique capacity to formulate and consciously transmit knowledge from one generation and location to another. In recent years, ‘knowledge society’ has gained prominence due to advances in technology and related applications. The knowledge revolution marks a fundamental shift in human development from being limited to material processes to the infinite and creative potential of human processes. Thus, knowledge societies have to address issues about how information and ideas are to be created and, thereafter, adopted at an accelerating speed. Applying new knowledge
continuously results in continuous innovation which yields social dividends for the civil society through, inter alia, greater levels of education, empowerment of women and improved health, which together result in improved Human Resource Development (HRD). While economic growth is important, it has to be accompanied by improvements in quality of life of the people for the development process to be sustainable in the medium to long run. An educated and empowered population resulting from proper human development strategies can significantly contribute to increased productivity and, thereby, sustainable economic growth and development. Hence, HRD is often referred to as the engine of growth and development³.

Knowledge is light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value. Since the dawn of culture and civilization in India, education, whether it is primary or higher, has always been a source of gradually cultivating wisdom by acquiring which a human being gets fitness for facing the challenges of different stages of life and for dedicating to the welfare of humanity. Lokasangrah and Lokahita are essential characteristics of a wise-man.

Education in India has never been a synonym of information and techniques acquired from books. There is a radical difference between education with values and without values. A terrorist may also be an educated person. He learns how to make atom bombs, rockets, computers and other techniques and their management but before learning the negative and positive values of his achievements, he is driven away by some terrorist ideology. He uses his education emotively for destruction of the followers of other ideologies which he considers dangerous against his faith and then he is called a terrorist. But if he learns positive and negative values of his study, he may well understand the value of life and then he may disassociate himself from terrorist activities which are not the part of his way of life. Had
knowledge not been value, all scriptures, great books of religion, science, technology and tradition of education systems might not have been meaningfully significant for promoting the cause of life. A man is judged by the actions he performs to himself and to his fellow beings. If he performs his services only for his own self that is a disguise. These disguised values may help him in getting some temporary benefit in the society and in the state but overall he looses the meaning of his own life that makes him feel isolated and disappointed.

Values in education make one's own life and the life of one's fellow beings lively and meaningful. Is there any meaning of being educated if the educated man is still away from getting a way of life and redeeming from the disastrous and life-killing ideologies? The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order of self-affirmation. Education is an obligation which the student knows only when he acts on for secondary education. He is indebted to all from whom he learns to live the life of a wise. Life could be human only if he realizes the occasions to payoff the debts he owes from the society. He is required to payoff the debts to seers, sages, parents and teachers and by doing welfare to those who are deprived and to his fellows for promoting the cause of the mother earth. In the process of our gradual journey from primary to education two sorts of major changes, relative to our attitude towards values, occur in our life.4

They are external or bodily and internal or self affirming. External changes in the sense that the students bag degrees by fair or foul means and on that basis get secondary job positions. During the job, they collect more and more money, cars, bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fear to face the deep hollowness of their disguised selves. They ruin the self to the extent of dissatisfied and meaningless life. In
brief, the more they adopt the disguised premises of life, which are ultra virus in secondary education, the more their leadership in system is fixed but in the same proportion they find deconstruction of self-affirming values.

Understanding the changes of values in highly educated societies on the basis of metaphor of lion and wolf, I can say that the lion by training and qualities is fit to face the challenges of leadership in secondary education, but lacks the qualities of cheating and snatching out the possibilities of others for which wolves are naturally fit. The wolves, dwelling always around the lion, learn the qualities of the lions and having additional qualities of cheating and snatching, they establish their supremacy in a system. As the values of wolves are not naturally assigned to lions, they take time 15 to 20 or more years to learn them and to regain the leadership. Thus changes in education are subject to the prominence and preference of the lions and wolves values respectively but the purpose of education must be to impart the lion's values and to cultivate them in such a way that they can face the challenges of the wolves. Education must not be a system in which a lion is compelled to behave like a wolf and the latter like a fox. It is a system of learning and acquiring merits, a system where the merit is cultivated and respected. The leadership in education system must be decided by merit and not by political hobnobbing or disguised means. However, in either case, the leadership conveys message as to what sort of values it wants to pursue and promote in education system.

Administrators and teachers all over the world are debating on the issue of reservations of teaching posts for the members of deprived sections of society. The policy of reservations in teaching post in education is against its spirit of imparting excellence to the members of deprived classes and takes away from selecting meritorious on the posts of excellence. Similar is the opinion on the time bound promotions to all teachers on the basis of disguised merit and documents.

The purpose of education is not to acquire skill of earning more and more money and higher posts in the system but to cultivate a discipline of
values for excellence and wisdom so that one can get fitness to serve the society and the nation in a better way to promote the cause of humanity in him and in the society as well. Now, the time is mature enough to good bye the corporate ideology for which any means that enhances capital is good. Money is value only when it is earned through honest and proper labour and distributed in proportion.

One can realize money as value only through secondary education. It earned by wrong means is thievery, the way of a rogue. Without realizing the values of and in education one can’t lead a meaningfully satisfied educated life.

The Indian education system has emerged as one of the largest in the world, with 14.6 million students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11% while student enrollment has grown at a CAGR of 6% and the Gross Enrollment Ratio (GER) currently stands at about 13.8% compared to 60% in the US and Canada, and 21% (average) in the BRIC countries. Out of 1.21 billion population in India, around 234 million fall in the age group of 15-24 years, which is expected to increase by 13% over 2005-2020 as compared to the world average of 4%. Hence, India is an attractive market for the secondary education sector.

Education, the fulcrum of sustainable development, holds the key to ‘social inclusion’. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society. It is thus essential for integrating the marginalised and the vulnerable in society into the development process. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it
has yet to acquire the required urgency in the development agenda of several nations, including India.

In the 1960s, while education was recognised as a strong explanatory variable for the differential levels of socio-economic development of nations, the low income countries, however, realised this much later, in the 1980s, when there was some visible policy shift towards increasing investment in education. International commitments in the early 1990s, particularly for EFA, and at the dawn of the 21st century, for MDGs rather than domestic development policy concerns, made education, mainly primary education, figure prominently in the priority list of reform programmes of these countries. Since then, many developing nations, including India, have been following a sort of truncated education development agenda leaving relatively little space for policy-planning and resources for expansion of the post-compulsory levels of education, the middle segment of the education chain – secondary levels of education. What it means is that one hardly comes across a development approach in most developing countries that covers the entire school education sector. Instead, these countries including India have gone for positioning relatively more in their policy planning the primary and tertiary education; and thus, their planned development efforts suddenly get trimmed at the beginning of the upper secondary schooling cycle.

**Education and United Nations**

Education is one of the most important factors responsible for shaping the personality of students. Being a potent source of human development, education introduces quality in human dealings. The right to education has been well recognised by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages.
II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms.

III. Parents have a right to choose the kind of education that shall be given to their children. Education has now become a global concern. The world conference on ‘Education for All’ held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for all by the year 2000. India was one of the participants to the declaration. The ultimate goal affirmed by the world declaration on ‘Education for All’ is to meet the basic needs of all children, youth, and adults.

Though elementary education has a special role in the formative years of the students, education at secondary level is more important as it equips the child with the necessary knowledge and skills to face the world of work; it empowers them to deal with the challenges of a globalizing economy. It also opens new vistas to career avenues and professional advancement. While much attention has been given on Sarva Shiksha Abhiyan (SSA), throughout India, secondary education has not been given the required attention.

Figures put out by the Ministry of Human Resource Development, Department of School Education and Literacy indicate that more than half of those eligible for secondary and senior secondary education remain outside the school system today. While noting that adequate number of elementary schools is to be found at a "reasonable distance from habitations", the same is not the case with regard to secondary schools. The gross enrolment rate for elementary education has improved a lot, but for secondary education, the enrolment figures are not satisfactory. It's clear that those who are left out of secondary education are often belonging to the less privileged backgrounds, children from poor families, and girls.
Independence brought new problems and formidable tasks, among which education figures prominently. The dissatisfaction with the system inherited from the past was universal, and in the first flush of triumphant nationalism even the few gains from the past experience were rejected. Apart from its irrelevance to new conditions and objectives, the education system had not achieved sufficient qualitative expansion or any appreciable equality of educational opportunity and the wastage and stagnation at all levels was colossal. It was evident that a drastic reconstruction of the entire system was necessary if education was to contribute effectively to the achievements of the goals of national development. The Constitution of India adopted a democratic form of government and adult franchise necessitating mass education and the liquidation of illiteracy. The over-riding goal of better standards of living called for linking of education with productivity, the need for science, adequate provision of vocational and professional education and the nurturing of talent at all levels. The launching of a secular democracy based on the protection of the rights of minorities and the acceptance of a composite culture highlighted the importance of social and national integration in which education was expected to make a major contribution.²

A new era in educational planning started with the appointment of the Indian Education Commission, which was set up to examine all levels and aspects of education and to recommend suitable measures for a long term national policy in the field of education. The Commission made an unprecedented attempt to mobilise international thinking and experience for the planning of a national system; its sixteen members included five distinguished educationists from the United Kingdom, Japan, the United States, the USSR and France, whose services were made available by UNESCO. In addition, numerous leaders in different fields of education from many other countries, regions and culture collaborated with the Commission as consultants. The report of the Commission turned out to be a
comprehensive document dealing with problems of educational planning and development at all levels.

The recommendations were discussed widely in India and received the attention of educational planners in other developing countries. Resulting from discussions at state level and union levels in Parliament, press and among specialists, and the general public, a resolution on national policy on education was finally issued by the Government of India, in 1968. The resolution stated seventeen principles highlighting the main features and goals of the national system of education that should guide the development of education in the years ahead.

**Origin of Indian System of Education**

The origin of the system of education which is prevalent today can be traced to the beginning of the nineteenth century when the Government of the day had surveys made of the then prevalent systems of education with a view to reorganizing education to suit the needs of the times. Consequent on Macaulay's minute regarding the educational policy of the future, Lord William Beatnik's Government issued a communiqué wherein it was stated "that the great object of the British Government ought to be the promotion of European Literature and Science among the natives of India and that all the funds appropriated for the purpose of education would be best employed on English education alone". The Resolution also stated that provision should be made for the continuance of schools and colleges where indigenous learning was being imparted.

Important changes in the type of education to be imparted to the youth of the country were introduced in the first half of the 18th century. The minute of Lord Macaulay and subsequent resolutions passed by the Government (in 1835) led to the establishment of schools teaching European literature and science. These schools became immediately popular because of
the great interest shown in English education by some of the educated Indians and more particularly by leaders like Raja Ram Mohan Roy and others.

The education imparted in these schools became a passport for entrance into Government services. This was mainly due to the Proclamation issued by Lord Hardinge in 1844 that for service in public offices preference should be given to those who were educated in English schools. In consequence thereof education was imparted with the limited object of preparing pupils to join the service and not for life. In the new High Schools the standard of achievement in literary subjects was from the very beginning high but little or no progress was made in training the pupils in the practical side of science. We may, therefore, conclude that some of the defects persisting today owe their origin to the policy pursued in the past.6.

Secondary Education in India

Before we attempt to study and delve into various issues linked with senior secondary education, it will be worthwhile to have a look into significant developments that took place in Indian education system. We can’t appreciate and appropriately understand the significance of various developments unless we delve into their very ethos and environment.

Secondary Education before Independence.

The present system of education in India originated in the beginning of the nineteenth century. One of the greatest votaries of educational and social reforms in India, Raja Rammohan Roy, fervently believed education to be a means of creating social reform. He advocated the introduction of English schools in India and set up the Hindu College at Calcutta in 1817, in collaboration with David Hare. Soon he also founded the Anglo-Hindu school, and then the Vedanta College, where the teachings of monotheistic doctrines and Indian learning were imbued with "modern, western curriculum". Roy held a firm belief that the incorporation of western learning
into Indian education will certainly go a long way in betterment of education in India and he encouraged the study of English, science, western medicine and technology.

The changing circumstances led to the establishment of schools wherein European literature and science were taught. Some Indian leaders like Raja Rammohan Roy and some of the educated Indians appreciated these efforts and showed great interest in English education as a result of which these schools had a mass appeal. The students who studied in these schools easily entered into Government services because Lord Hardinge, in 1844, issued a Proclamation to the effect that the students of English schools should be given preference for government service. The students were admitted into these schools with the sole object of preparing them for joining the government service. These High Schools had high standard of achievement in literary subjects, but lacked training in the practical side of science.

Thus, the first half of the 19th century witnessed important changes in the type of education to be imparted in India. After the Government of India Act 1833 was passed, Lord Macaulay was appointed as the first Law Member of the Governor-General's Council and he served on the Supreme Council of India between 1834 and 1838. The education systems prevalent those days were got surveyed by the Government so that education could be reorganized keeping in view the requirements of the changing times. Lord Macaulay's famous Minute of February 1835 on Indian Education called for an educational system to create a class of anglicised Indians who would serve as cultural intermediaries between the British and the Indians. Lord William Bentinck, the then governor-general, had been advocating the replacement of Persian with English as the official language since 1829.

Till then, Sanskrit or Persian were being used by the officials and the organisations subordinate to the East India Company. Macaulay opined that Sanskrit and Arabic were not at all suitable for pursuing the study of history,
science and technology. He convinced the Governor-General to adopt English as the medium of instruction in secondary education, from the sixth class onwards. He vehemently upheld, "We have to educate a people who cannot at present be educated by means of their mother-tongue. We must teach them some foreign language." Macaulay believed that English was the best language to be the medium of instruction for these subjects. Ultimately, he introduced English-medium education in India and succeeded in implementing the ideas of Lord William Bentinck, the Governor-General.

The reforms that were introduced through the English Education Act of 1835 were mainly based on Macaulay's Minute. These reforms had an instant effect. While issuing a communiqué regarding the educational policy of the future, the Government emphasized "that the great object of the British Government ought to be the promotion of European Literature and Science among the natives of India and that all the funds appropriated for the purpose of education would be best employed on English education alone". The communiqué also stated that the schools and colleges which were imparting learning in Indian languages should be allowed to continue the same.

By 1853, it was realized that the education sector was facing various problems. Wood's Dispatch of 1854, which is known as ‘Magna Carta’ of Indian Education, laid the foundation of the present education system in India. Wood's Dispatch reviewed the development of education and created a new Department of Public Instruction, which was to be headed by the Director of Public Instruction. A scheme to establish Universities was to be formulated, whose functions were to hold examinations and confer degrees. A number of high schools were recommended to be set up. It stressed to provide useful and practical knowledge to the common masses who, had been neglected till then. More funds were made available for advancement of education.

Universities were established in the year 1857 and they dominated secondary schools in every respect. Secondary Education became merely a
step towards the Universities and University colleges. Under this scheme, schools could not function with an independent programme of their own. During the following years (1854-1882), secondary education sector was found to be having some more defects. It was found that Indian vernacular languages were being neglected as a medium of instruction and the courses were found unrelated to life, bereft of provision for vocational or technical aspects. The Matriculation Examination was found to have dominated secondary and primary school education.

Hunter Commission (1882) realized that maintaining secondary schools was very costly for the Government and secondary education should be left to private sector whereas the Government should take over the entire responsibility of primary education alone. The report of the Hunter Commission carries great relevance as it recommended diversified courses of instruction in the secondary stage of education. It recommended that in a particular class of high schools there should be two streams: one leading to the entrance examination of the University and the other intended to prepare the youth for commercial, vocational or non-literary pursuits. But somehow these recommendations were ignored substantially and could not be implemented.

Secondary education developed fast during the period 1882-1902. The University Commission of 1902 was appointed so as to review the functioning of the Universities. The recommendations of Universities Act of 1904 made secondary education subordinate to Universities. Universities were authorized to provide recognition to schools and also frame the rules and regulations for their proper functioning. The Universities were found to be dominating secondary education, in due course. With a view to manage the schools independently of the universities, the Boards of Secondary Education were created in several States. These boards were made responsible for preparing school syllabus and conducting final stage school examinations.
Thus the Secondary School-Leaving Certificate became the most important
document for getting jobs with various employers or getting admission in
colleges for the relevant courses of study.

The Calcutta University Commission chaired by Sir Michael Sadler,
was appointed to enquire into the conditions of the Calcutta University in
1917. Eminent educationist Sir Ashutosh Mukherjee was also a member of
this commission. This commission also discussed secondary education and
recommended that the dividing line between the University and Secondary
courses should be drawn at the Intermediate examination than at the
Matriculation. The recommendations of the Commission were quite
comprehensive. It recommended creation of Intermediate Colleges where
Arts, Science, Medicine, Engineering, etc were to be taught. This
Commission also recommended for establishment of a Board of Secondary
and Intermediate Education consisting of the representatives of Government,
University, High Schools and Intermediate colleges. Many universities of
India implemented the recommendations of the Sadler Commission.
Accordingly, the Intermediate classes were attached to the high schools and
consequently secondary education expanded at a fast pace. As people got
interested in educational activities, they generously donated money for this
social cause.

The Hartog Committee (1929) recommended that a large number of
students desirous of pursuing certain avocations should stop at the middle
school stage and there should be "more diversified curricula in the schools".
The Committee also recommended "diversion of more boys to industrial and
commercial careers at the end of the middle stage, preparatory to special
instruction in technical and industrial schools."

The Sapru Committee appointed in 1934 by the U.P. Government
concluded that the system of education prevalent then prepared pupils only
for examinations and degrees and not for an avocation in life, which caused
social unrest and mass unemployment. The Committee recommended diversified courses of study at the secondary stage to relate education more closely to various vocational needs of the students. It stressed to have parallel courses offering instruction in technical, commercial, industrial and other vocational subjects, along with the general course leading to the University.

The Government deputed two expert advisers, Messrs. Abbot and Wood in 1936-37, who advised the Government "on certain problems of educational reorganization and particularly on problems of Vocational education". One of their important recommendations saw the emergence of a new type of technical institution called the Polytechnic. Various states of India started technical, commercial or agricultural high schools.

In 1944, the Central Advisory Board of Education, which was an all-India advisory body set up by the Government of India, submitted a comprehensive Report on Post-War Educational Developments. It was headed by Sir John Sargent, Educational Adviser to the Government of India. The Report visualized a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14, up to the Senior Basic or the Middle School. The Committee recommended a variety of courses at the Middle School stage. These courses were envisaged to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities.

**Secondary Education after Independence**

The state of secondary education at the time of attainment of independence was quite disappointing. It was not capable of reconstruction and building of a new nation. Various education committees and commissions were appointed soon after independence for studying the problems of education and recommending suitable measures for the required reforms.

The Central Advisory Board of Education at their 14th meeting held in
January, 1948, discussed on secondary education in the country and resolved for appointment of Commission to 1). Review the position of Secondary Education in India, and 2.) To make recommendations on the various problems related thereto. The All-India Education Conference convened by the Minister for Education in January 1948 endorsed this resolution and accordingly, the Government of India appointed a Committee under the Chairmanship of Dr. Tara Chand, the then Educational Adviser to the Government of India. The Committee (1948) recommended that the Secondary schools should be of multipurpose type and there should be four years of secondary education before admission to the degree course. The committee also recommended improvement in Pay scales and service conditions of the teachers. It stressed that there should be one examination at the end of the secondary stage; the Universities may, for admission purposes, lay down such conditions as they deem fit. The committee also recommended for setting up of an All India Council of Education for co-ordination between the Centers and States. The Committee recommended for appointment of a Commission for Secondary Education so as to ponder on the aim, objective and purpose of Secondary Education in India

**Administrative Set-Up for Education Department**

**Directorate level at Secondary Education in Haryana**

The Directorate of Education was bifurcated into Directorate of higher Education and Directorate of School Education in 1980. As a result, the post of Additional Director School Education was made as the post of Director School Education. The Directorate of School Education was further bifurcated into Directorate of Secondary Education and Directorate of Primary Education in 1989. The post of the Director of Secondary Education was created by the conversion of the post of the Additional Director School Education. The post of Director, Primary Education was also created by the conversion of the post of Additional Director, Elementary Education. This
post is manned by a senior-most educationist from the cadre of Haryana Education Service (Class-1) while the Directors of Higher Education and Secondary Education are usually drawn from the State cadre of Indian Administrative Service. The Directorate of Secondary Education is headed by a Director, assisted by Joint Director, an administrative officer, seven deputy director, and six Assistant Directors, three of whom are from the ministerial cadre.

**Secondary Education at District Level in Haryana**

The State has witnessed two major changes in the administrative set up of education at the circle and district level after its inception in 1966. Initially all the seven administrative districts were placed under the charge of a circle education officer, a class-I officer of Haryana Education Service; he was responsible for supervising the offices under him with the help of two deputies (HES Class II officers) placed under him. Thereafter in 1969, the post was replaced by District Education Officer (DEO) a Class-1 officer with additional administrative and financial powers. It was done so as to bring efficiency and effectiveness in the educational administrative system of the State. Further in October 1971, Sub-Division Education Officers (HES-Class-II) were appointed in each district of the State. The DEO has the jurisdiction over the secondary education of the entire district. He supervises Senior Secondary Schools directly and, High Middle Schools indirectly through Sub Divisional Education Officers.

**Policies and Programmes for Secondary Education in Haryana**

In ancient times, a teacher enjoyed a special status and was held in high esteem by the society due to his scholarship, qualities of character and spirituality. Dr. S. Radhakrishnan states: No nation can develop and prosper to the utter neglect of teachers. They are guides, friends, philosophers and makers of the citizens of tomorrow. They should unequivocally reciprocate to the nation's interest in their welfare and try to do their best for the welfare of
the students in their charge\(^8\). The Secondary Education Commission (1952-53), "The most important factor in the contemplated education of reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. Obviously, the reputation of a school and its influence on the life of the community largely depend on the kind of teachers that can be rightly branded as the corner-stones of the arch of education.

Kothari Commission Report observed of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. In today's world, a teacher is expected to perform various kinds of roles, i.e., academic, professional and social and he is transmitter of culture, builder of the character and personality of the children, conveyer of moral and ethical values, architect of the future of the nation acts as guide and counsellor, inspirer for social change etc. Besides, is multi-lingual, multi-religious society, with a variety of ethnicity like we in India, a teacher is also expected to perform the role of a preacher of morality and secularism. Thus, the responsibility of developing proper values, attitudes and skills in children has been the responsibility of a teacher in society.

Therefore, there is need for tactful, resourceful, highly educated and properly trained and well equipped teachers who can effectively cope with the changing situations\(^9\). The Education Commission (1964-66) also realised the importance of competence building of the teachers. It states: "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions." Therefore, the Commission observed that: In the absence of other
influences, a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instructions are needed, such an attitude becomes an obstacle to progress? It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundation for their future professional growth. First-rate teacher training institutions can thus play a crucial role in the development of education."

The National Policy on Education in India (1968) resolved to accord respect and respectable service conditions including salary to the teachers, granting academic freedom, and emphasized on teachers education particularly in-service education. Consequently, the Planning Commission in the fourth Five Year Plan (1969-74) laid emphasis on: improving the quality of teacher education; greater consideration between NCERT and SEES for the improvement of school education and teacher training along with certain other important programmes for the improvement of quality of school education in India. Besides at the international level, an international Commission on the Development of Teacher Education was constituted for the said purpose. The Commission emphasized the need for widening the scope for improving the quality of teacher’s education with the objective to make them fully professional.

Programme of Action (POA) 1986 proposed professional training of teachers to be employed in elementary and secondary schools as prerequisite in all parts of the country. The responsibility of secondary teacher education would continue to rest with the colleges of teacher education, affiliated to universities. The university in cooperation with NCTE will exercise responsibility for academic aspects including conduct of examinations, awards of degrees and ensuring quality of secondary teacher education.

It has also been emphasized in the Programme of Action (POA) 1986
that a great deal of responsibility would be given to SCERTs. They would have the major role of planning, sponsoring, monitoring and evaluating the in-service education programme for all levels of teachers, instructors and other educational personnel. The State level agency would take cognizance of all the needs before preparing goals, revision of school curricula etc. such as changing national programme of in-service education for a given period of time. These institutions are also expected to perform the role of various kinds of programmes meant for teacher education and qualitative improvement of education.

In the context of NPE 1986, the Government of India formulated a national scheme of in-service training of teachers to reach out to primary and secondary school teachers. The objectives of the scheme known as the programme of Mass Orientation of School Teachers (PMOST) is to sensitize teachers to the emerging concerns in education, use of learner-control approach, action research, the emerging role and responsibilities of teacher, enrichment of their knowledge in curricular areas and other thrust areas enlisted in NPE. The duration of training under this programme is for 10 days and in operation since 1986. No doubt, in 1992, the Central government has asked the States to have their own state programmes of action but almost all of them act according in the central government initiatives, directions and financial assistance provided to them, thus following the spirit of policies and programmes of central government.

The Directorate, Senior Secondary Schools, Haryana each year prepares an annual calendar known as 'Expectations' for imparting qualitative education in its schools. The calendar for the year 1999-2000 states that quality in education, upgradation of professional competence of teachers, etc. are the two of seven priorities of identified objectives of the Directorate. The Directorate executes the programmes as per the Central government schemes. Further the training calendar for the above stated year (1999-2000) states that
special training programmes for teachers will be organised to impart academic instructions in the new concepts in the disciplines of science, English and Geography. The Directorate has also planned to decentralize the training programmes to be district level\textsuperscript{12}.

**Secondary Education Commission**

A number of Commissions has been appointed in the past to survey Indian Education--the Indian Education Commission of 1882, the Commission of 1902, the Sadler Commission of 1917 and the recent Radhakrishnan Commission, all of which dealt incidentally with certain aspects of Secondary Education. But no Commission has so far been appointed to survey the problems of secondary education as a whole. We have been entrusted with this responsibility and, in discharging it; we found that we had also to give some consideration to primary as well as higher education. This in fact was enjoined on us by our terms of reference since they are both intimately linked up with Secondary Education and their standards and efficiency depend largely on the proper organization of secondary education. Reference has, therefore, been made from time to time to these two stages. In discussing the new pattern of secondary education organization we have indicated how it is to be linked up at one end with Primary Education and at the other with University Education and how the total duration of education in these three stages will be distributed.\textsuperscript{13}

**The Secondary Education Commission (1952-53)**

Till 1952, a number of Commissions had been appointed to survey Education in India; prominent among them being the Indian Education Commission of 1882, the Commission of 1902, the Sadler Commission of 1917 and then Radhakrishnan Commission. These commissions dealt incidentally with certain aspects of Secondary Education, but no Commission had by that time been appointed to survey the problems of secondary
education as a whole. The Secondary Education Commission was constituted by the Government of India in 1952, and the Chairmanship of this Commission was Dr. A. Lakshmanswami Mudaliar, Vice-Chancellor, Madras University. The Commission had to deliberate upon a sound and reasonably uniform system of Secondary Education for the whole of India and suggest measures for its reorganization and improvement. The Commission sought the advice of some headmasters, a large number of educationists, administrators and leaders of public opinion interested in the field of education, with the help of a detailed questionnaire prepared for the purpose.

The Commission opined that the secondary education was the vital link in our educational system. It pointed out that the education imparted in secondary schools under the existing educational system had become isolated from the real life as it failed to develop self confidence in students. It gave importance to academic aspects alone and failed to train the whole personality of the students. The standard of education was falling day-by-day due to overcrowded classes. This had further undermined the training of character and inculcation of proper discipline. The commission felt that English, as medium of instruction, had brought down the standard of achievement of students and the methods of teaching adopted in secondary schools were mechanical and out-dated. The teaching methods developed cramming and not independent thinking in the students. Their main emphasis was on the examinations and the mechanical and lifeless teaching methods had also developed a sense of disappointment and job dissatisfaction among teachers.

The Secondary Education Commission, therefore, recommended that there should be multi-purpose schools at higher secondary level, public schools should continue and State Government should open residential school in rural areas. The commission favoured mother tongue as the medium of instructions. It also recommended setting up a text-book committee in every State. It stressed to stop cramming among students and adopt activity
methods. Other recommendations of the commission included appointment of teachers of physical education, trained Guidance Officers and Career Masters, provision of medical services and first-aid training in schools, reduction in number of external examinations, due credit to be given to internal school tests and cumulative records maintained in schools for every student, improvement in Essay type tests and inclusion of objective type tests, improvement in service conditions of teaching personnel, constitution of a Board of Secondary Education in every State, providing the facilities of Playgrounds, buildings, science-equipment and appliances and provision of funds for library books, art and craft equipment and agricultural farms etc.

**The Education Commission (1964-66)**

Keeping in view the significant role of education in the economic and social development of the country, it was felt by the government around 1960 that the education system should further be improved so that it may keep pace with the needs of the times and fulfill people's aspirations. Accordingly, the Education Commission (1964-66) headed by Mr M.C.Chhagla was constituted to examine the entire field of educational development and to advise the Government on the national policies for educational reconstruction. The Report of the Commission containing recommendations on all aspects of education is the most comprehensive piece of work on education published so far.

The Education Commission covers education at all levels, from the pre-primary through the secondary to the higher. The first part deals with general problems of Indian education system and discusses as to how it can contribute to national development by raising the socio-economic status of teachers, by bringing qualitative improvement in education and ensuring social justice as well. The second part of the Report dwells on different stages and sectors of education and their problems: school, university, agricultural, vocational, technical and engineering education, science education and
research and adult education. The Report also deals with the problems of implementation, educational planning, administration and educational finance.

Shri M.C. Chhagla rightly remarked that the Report is 'a unique document' as it provides realistic and categorical answers to questions on education. The Report suggested that by 1975 regional languages should become the media of instruction at all stages, English should be allowed to continue as the link language for the time being and it might be replaced by Hindi sooner or later, but Hindi should not be imposed as a compulsory subject on non-Hindi speaking areas.

Kothari Commission, 1966

According to Education Commission (Kothari commission, 1966) “the single most important thing needed now is to get out the rigidity of the present system. In the rapidly changing world of today one thing is certain that yesterday’s educational system will not meet today’s and even less, the needs of tomorrow.” The Commission pointed out certain major defects in the existing system of education which included inadequate importance to agriculture, its being too much academic, and not related to national reconstruction. The commission felt that the present system was encouraging disruptive tendencies and caste loyalties and it did not lay any emphasis on character formation and cultivation of moral and spiritual values.

The Commission recommended that education should be related to the life needs and aspirations of the people, thereby making it a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals. This should increase productivity; achieve social and national integration as well as accelerate the process of modernization. Cultivating social, moral and spiritual values should also be an important aspect of it. Education highlighted that educational opportunities at
the secondary level should be extended to all classes of people as it is an effective instrument for bringing about social change and transformation and the facilities for technical and vocational education should be increased. Vocational education should conform broadly to the real employment opportunities and technical and vocational education should cover large areas such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training, etc.

Rabindranath Tagore had emphasized the role of manual work in imparting all-round education. Mahatma Gandhi insisted that manual and productive work should only find place in the school curriculum, but also education should centre on it. The educational ideas of Mahatma Gandhi were given practical shape by the Zakir Hussain Committee. Basic education was accepted as the national pattern of education for the elementary stage in 1938. In 1966, the Kothari Commission suggested the concept of work-experience. Consequently, great emphasis was laid on work-experience in the new 10+2 pattern of education.

**National Policy of Education, 1968**

The National Policy of Education 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The Constitutional Amendment of 1976, which included Education in the Concurrent List, was a far-reaching step, whose financial and administrative implications were substantive as these required a new sharing of responsibility between the Union Government and the States in respect of this vital area of national life. With the introduction of the new system, the
role and responsibility of the States in regard to education remained essentially unchanged; the Union Government accepted a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country.

**National Policy on Education, 1986**

The National Policy on Education (NPE) 1986 was adopted by Parliament in May 1986. It highlighted the welfare of weaker and backward sections of society, Physically handicapped, minorities, Adult education, and further impetus to Pace-setting residential schools, Navodaya Vidyalayas. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. On the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The CABE, while broadly endorsing the NPE, recommended a few changes in the Policy.

**Secondary Education in Haryana**

Haryana, which was carved out of the erstwhile Punjab in 1966, had come into existence as a deprived and underdeveloped state. The efforts of the people of the State and the Government. have led to a stage, where Haryana
has the distinction of having the second highest per capita income. Haryana has made commendable progress in many areas on the economic front, like providing electricity, metalled roads and potable water to all the villages besides giving thrust to industries along with technical and material inputs in agriculture. The life expectancy and per capita income of the state have risen considerably.

Government of Haryana sought to address the challenges thrown up by the changing environment and the problems being faced by the state in terms of key HRD indicators by bringing Education at the central stage of its development agenda. At this stage of development, the education agenda of the state requires re-negotiation from quantity to quality, from mere transfer of information to enhancement of creativity and knowledge and development of relevant skills. The overall objective is to make education relevant to the emerging environment by way of encouraging socially and economically productive skills.

The progress of the state of education in Haryana has to be viewed keeping in view the fact that in 1966 at the time of reorganization, the State's literacy rate (19.92%, Census 1961) was lower than the national average (27.76%, Census 1961). According to 1991 census, the literacy rate of Haryana rose to 55.85% as compared to the national average of 52.21%. As seen from the latest literacy figures of the country (census 2011) the literacy rate of Haryana rose to 76.64% as compared to the national average of 74.04%.

The Planning Commission has recommended an expenditure of 6% of the GDP on education. The state of Haryana, since its inception, has had major obligations towards meeting basic needs of the people and development of the infrastructure. As such, it has only been able to allocate up to 2.1% of the state GDP for education. A paradigm shift is required in the allocation of resources for education which should ideally reach 6% of the GDP. Private
initiative must play an equally important role in the field of education. The private and government initiative should go hand in hand in a participative manner.

It has been felt that the problems of secondary and senior secondary school education need to be addressed, if we wish to make qualitative changes in education field. Despite the currently acknowledged importance of the subject, there has not yet been active debate and in my opinion it should be. Better results can surely be expected by more active role of governance. A number of reforms are already taking place in the subject. However, it is hoped that this research will increase interest and set in motion a process of searching for better practices for improvement of education in Haryana State.

**Review of Literature**

“If your actions inspire your students to dream more, learn more, do more, and become more, you are a teacher.” A researcher must be conversant with what has gone before and materialized in the area of his study and must be aware of its present status. Knowing who said what and learning what was done where and by whom, and understanding that left what, and how and why the investigator must contribute to the topic further is, nothing but, an inevitable exercise in research. The basic objective of this chapter is, hence, to examine the theoretical and empirical literature on secondary education in Haryana. The premier attempts relating to the current study had been done by various Commissions, Committees and Educational Policies appointed/constituted by the central government and various state governments in India from time to time. These are the genuine and authentic attempts in the area of secondary education and all other literature that came subsequently have routes in the findings and suggestions given by these commissions and committees.

The researcher has come across some books, Ph.D theses, certain
seminar papers and articles in his review, which carry some relevant literature significant for the present study. For a better analytical presentation, this chapter is divided into five sections: Books; Ph D theses; commissions, committees, and educational policies in India; commissions and committees in Haryana; seminar papers; and articles.

Azad (2008)\textsuperscript{14} says that institutions of secondary education spend more on consumption rather than investment. The expenditure on salary, wages, stationery, and expenditure on day-to-day affairs are mounting whereas investment in infrastructure, laboratories and libraries and on research are scanty and seldom happens. Human capital formation must be the aim of secondary educational institutions and for achieving it, the institutions must invest in and for human beings, rather than spending on consumption.

Singh (2009)\textsuperscript{15}, An Indian critic of secondary education criticizes that the major players in secondary education are the government, administrators, politicians, teachers, students, parents, and the society in common. But no one is acting in the manner that high quality secondary education demands. What is on the stage is nothing but full of struts and frets and nothing significant. A large number of persons have entered the teaching profession without having the qualifications and the essential qualities and it pauses block on the road of human resources formation in secondary education.

Mahon, W.C (2012)\textsuperscript{16}, is of the opinion that there has not been any investment in human resources in secondary education and what we witness and experience is all about the theories of expenditure. The casualty in the expenditure-investment dichotomy is quality human resources. We must be bothering about investment in human resources rather than listening to the expenditure part on secondary education.

Subramanyam, R.S. (2007)\textsuperscript{17}, goes eloquent to compare the two great statesmen of India on their views on educational ideas in his doctoral thesis,
‘Educational Ideas of Mahatma Gandhi and Rabindranath Tagore’. The two doyens of ‘Bharat Mahan’ argue differently on the topic of ‘educational ideas’. Tagore sees it in a philosophical view, whereas Gandhiji views it in a holistic way. However, both Tagore and Gandhiji reach in conscience in respect of the aim of education. For both, education is not for amassing wealth and personal growth; rather it is a medium through which human beings earn values and ideologies. ‘Value Education’ converts a mean birth to a subject of responsibility and decorum which becomes instrumental for nation building. Education without values and moral disciplines is akin to a ship without radar...The basic theory of HRD in education is ‘Value Education’, the thesis confirms.

Sudhir Kumar (2007), in his study titled “Impact of Education on Social Attitudes of People in Some Backward Villages of Malabar” states that education is the process by which society through schools, colleges and universities and other institutions, deliberately transmits its cultural heritage — its accumulated knowledge, values, and skills — from one generation to another.

Therefore, one of the main aims of modern education is to develop the rational faculties of human beings so that they can have independent thinking and their actions are not governed by any stereotyped norms or principles. In a closer analysis, what Sudhir claims is that the very purpose of education is Human Resources Development through quality education.

Loganathan, L. (2008), in his study, “State and Secondary Education: Financing Collegiate Education with Special Reference to Arts and Science Colleges in Tamil Nadu”, establishes that education is to be a free gift to all so that it must be publicly funded. Commercialization of secondary education breeds undue interests for it and private hands spread their tentacles on it. The power of private capital in secondary education converts it as a tradable commodity and the price of which is determined by market mechanisms. In
the quagmire of capitalist power, the quality of secondary education is getting deteriorated very much and it challenges the attempts for human resources development through education, says the thesis.

Krishnamurthy, A. (2008)\textsuperscript{20}, states that Nature and Education are bound by a Siamese bond and hence inseparable and any attempts against it are fatal and bring negative response. The thesis of Krishnamurthy, “Nature - Education — A philosophical Perspective” acknowledges the present day ills of education due to the breakage in the significant and pristine relationship between Nature and Education. Nature in its entirety is the dome of any activity, and it may have an influence on every deed and action taken place nearby Education, according to the thesis, is the mother of all philosophies so much so that it awakens the human brains and converts them to celebrities. And the Nature is the lap in which it happens..., the thesis goes.

Krishan Raj. (2009)\textsuperscript{21}, conducted a study on “Organisation Structure, Leadership Behaviour, and Decision Making in Autonomous and Affiliated Colleges in India”. It is narrated in the thesis that the ‘organizational structure of autonomous and affiliated colleges anywhere in India is the same so as to keep the hierarchy. The managerial behaviour and the leadership style are seldom free from the colonial orthodoxy. There is no room for free thought and action for the academics, and the centralized decision making style has paved the way for un-democratic atmosphere in the management of the temples of secondary education. It kills the initiative of faculty and the administrative staff in an institution of secondary education, and it mars human development in our educational institutions’.

Jayanthu, B. (2010)\textsuperscript{22}, illustrates the significant relationship between HRD programmes and productivity of an undertaking. “H.R.D. and Productivity — A Study in Hindustan Photo Films”, the doctoral thesis of Jayanthu stands fast by the thought and belief. There is a significant
relationship between HRD and Productivity in any organization. Since HRD is the processes related to the living factor of production which regulates and controls all other factors of production, the role of HRD is central in character in any organizational set up, not only for further growth of it, but for even survival. The Hindustan Photo Films introduced HRD practices modestly in 2002, more than a decade back now, is a leader in the industry at present, the thesis highlights. The training, promotion, welfare measures, workers participation, consultation, grievances redressal and feedback are the main tools used in the organization under the canopy of HRD of Photo Films, adds Jayanthu.

Pratima, Singh (2010)\textsuperscript{23}, strongly believes that ‘Workers Participation in Management (WPM)’ is an integral part of HR theories and practices in any organization for a smooth conduct. The thesis, “A Study on Workers Participation in Management”, emphasizes the role of the technique in corporate and institutional governance suggests to accept it as a technique to inculcate the sense of belongingness among workers and employees in an organization. It is a strong measure of HRD. The concept of WPM is the rich legacy of democratic socialism, opines the thesis.

Shiv Kumar (2011)\textsuperscript{24}, elucidates the success story of Neyveli Lignite Corporation through his work, “H.R.D., A Study in Neyveli Lignite Corporation Ltd, Neyveli”. The Neyveli Lignite is a very successful public sector undertaking in the country, being adopted as a benchmark by many other public as well as private sector undertakings. The growth story started since it accepted the HR practices in the Company in 2006 which assumed more power and technical lead in 2010’s. The HR practices starts from recruitment onwards and orientation and training programmes are regular in the undertaking. No major issues on the work floors or outside since the introduction of the new HR practices, instead accountability has gone up among the employees and workers, the thesis says

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Objectives of the Study:

• To study the senior secondary school education administration in Haryana.

• To critically examine initiatives of the state government in strengthening senior secondary education in Haryana.

• To examine the various problems of senior secondary education in Haryana.

• To analyse the views of state holders regarding the quality of senior secondary education and their satisfaction level.

• To offer suitable suggestions for improving the education system of senior secondary level.

Hypotheses of the Study

• The administered structure for senior secondary education.

• Senior secondary education in Haryana has not progressed at a fast pace and more efforts are required for it.

• Initiatives of the government for improving senior secondary education in Haryana have not been implemented effectively to deal with emerging problems.

• The school administration has not been very responsive to provide quality education at senior secondary level.

• Quality education has not reached the underprivileged sections in urban or rural areas.

Research Methodology

The study is based on the primary and secondary data collected from different sources. The primary data has been collected with the help of interview schedule from teachers and students of the selected institutions, and
further followed by personal discussions and observations to understand various aspects of the problem. The study has been conducted in Panchkula district of Haryana State. In total four Senior Secondary Schools have been selected; two each from Barwala and Raipur Rani blocks. The total sample consists of 300 respondents, seventy-five respondents from each school and forty teachers--ten from each school selected randomly. The secondary source comprises published material in the form of books, articles, magazines, reports of the educational departments and other institutions.

**Chapterization:**

- Introduction.
- Organisational and Administrative setup
- Problems of Senior Secondary Education.
- Perception of students--Respondents
- Perception of teachers--Respondents
- Conclusions and Suggestions.
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