CHAPTER –II
ORGANIZATIONAL AND ADMINISTRATIVE SET-UP

Organization is a structural arrangement developed for the purpose of achieving consciously held group objectives. "It is the form of every human association for the attainment of common purpose and "Begins when people combine their efforts for a given purpose". Organization is the arrangement of personnel for facilitating the accomplishment of some agreed purpose through the allocation of functions and responsibilities. It is "the relating of efforts and capacities of individuals and groups engaged upon a common task in such a way as to secure the desired objective with the least friction and the most satisfaction to those to whom the task is done and those engaged in the enterprise." Also, it is "a structure of anticipated individual behaviour." However "the individual is not automation (in an organisation), to be manipulated at will by some higher authority. He has his own aspirations, ideas and emotions. As such, he is much concerned in his working group about organisational arrangements. These may virtually influence his own life and inter-personal relationships.

In administrative system, "organisations are established to perform administrative task of the government, the primary purpose of assisting the legislative, executive and judicial branches of government in the performance of their particular duties to carry out substantive duties determined to be necessary for the public welfare." Thus, "organisation is the basic tool by means of which the administrative process is kept operating". Obviously, to understand the management of senior secondary school education in general and human resource development of senior secondary school teachers in particular, it is pertinent to look into the organizational framework, so established for the 'subject' of education in the country.
The origin of administrative organisation established dates back to the year 1910 when the colonial government created a separate department to look after the affairs of Education in the country. The constituent assembly constituted to prepare constitution for the country, (on the basis of deliberations and past experiences in the field), allocated the Education subject in the State list. However, this provision was subject to the provision of Entries 63, 64, 65 and 66 of List 1 (Union List) and Entry 25 of List III (Concurrent List). In addition to these entries, the Article 45 and 46 relating to education were also inserted in the Directive Principles of State Policy. Thus, certain responsibilities relating to education were also assigned to the central government i.e. the Government of India. Naturally, this responsibility was assigned to the Ministry of Education already constituted in the Government of India in 1947.

The subject of scientific research was entrusted to the Ministry of Education in 1957. However, in 1958, this Ministry was bifurcated as: Ministry of Education; and Ministry of Scientific Research. This separation continued till 1963, when both the ministries were again put together. Further, in the year 1968, the Ministry was renamed as Ministry of Education and Youth Welfare and subsequently Ministry of Education, Youth and Culture. In other words, the nomenclature and responsibilities has undergone many changes from time to time since independence. At present, it is known as the Ministry of Human Resource Development and this metamorphosis attributed to the recommendations and reforms suggested by the University Education Commission (1948-49), the Secondary Education Commission (1952), the Indian Education Commission (1964-66), Committee of Member of Parliament on Education (1965), National Policy on Education (1968), National Policy of Education (1986).

The ‘Education’ subject was originally included in the State List. But, now it is in the concurrent list. Naturally, the interactions of Union Ministry
with States and Union Territories in the subject of Education and particularly to execute national policy on Education (1986) in the field of education have increased manifolds.

Thus the Central organisation has acquired new roles, functions and significance which are distinct from the earlier ones. At present, the Ministry of Human Resource Development (HRD) has three departments namely, (i) Department of Secondary Education and Higher Education; (ii) Department of Elementary Education and Literacy; and (iii) Department of Women and Child Development.

National Policy on Education 1986 has defined the role of central and state governments in the field of education. The responsibility of strengthening and integrating national characteristic in education, maintaining standards and quality, fulfilling the national needs of preparing workforce for the development, education, culture and human resource development as per international standards, quality improvement in education has been entrusted to the central government. The Department of Secondary Education and Higher Education and the Department of Primary Education and Literacy are headed by the Secretary to the Government of India and engaged to discharge the responsibilities assigned to them by NPE – 1986 and Government of India from time to time as per the need. The Departments are further divided into bureaus, divisions, and desks/sub-divisions and units. Usually, the bureau is placed under the administrative charge of Joint Secretary and he is assisted by Deputy Secretary/Director who acts as incharge of a Division of the Department. Thus, there has been a division of labour in the departments. The departments of the ministry interact and coordinate with states and Union Territories to fulfil the responsibilities entrusted to the ministry.

The Ministry has four subordinate offices and about 100 autonomous institutions attached with it. The important attached autonomous institutions are: University Grants Commission (UGC), New Delhi; All India council of...
Technical Education (AICTE), New Delhi; national Council of Teacher Education (NCTE), New Delhi; National Council of Education Research and Training (NCERT), New Delhi; and National Institute of Educational Planning and Administration (NIEPA), New Delhi. UGC is a national level institution and responsible for ensuring and protection of quality and standards in higher education, whereas, AICTE has been established for discharging such responsibilities in the field of higher technical education in India.

NCTE has been entrusted with the responsibility to lay down the standards of teacher education and the protection and development of those standards. NCERT is a resource institution for school education. The National Staff College for Educational Planners and Administrators (NSCEPA) established in 1970 was renamed as National Institute of Educational Planning and Administration (NIEPA) in 1979 and established as a resource centre specialised in educational planning and administration.

NCERT is an apex and autonomous institution, advises and assists the central and state governments in the matters relating to school education. It was established on 1st September 1961. The main responsibilities are to assist and advise the HRD ministry in the formulation and implementation of its policies and major programmes in the field of education and in particular school education. The National Institute of Education (NIE), New Delhi; Central Institute of Educational Technology (CIET), New Delhi; and Pt. Sunderlal Sharma Central Institute of Vocational Education, Bhopal and 5 regional educational colleges are the various agencies of the NCERT and providing academic and technical assistance to it. All schemes of schools’ teacher education such as DPEP, SCERT, SIE, etc. are guided and assisted by NCERT. The Regional Colleges of Education (RCEs) located at Ajmer, Bhopal, Bhuvenshwar, Shillong and Mysore have been providing innovative pre-service and in-service teacher education in India and directly attached to
NCERT. The RCEs are not only teacher training institutions but also a constituent part of an ambitious programme launched by the NCERT to improve and enrich secondary education in the country. The RCEs have also established continuing Education centres in the State and Union Territories for in-service education of teachers of the concerned states.

NCERT plays a key role in training secondary school teachers, elementary secondary, pre-school teacher’s educators and other personnel connected with school education from the states. The different constituent units attached to it as state above assist it in pursuing the objective of providing pre-service, in-service and vocational training to the teachers and officials engaged in the field of education.

An evaluation indicates “that NCERT and its constituent institutions are trying to do commendable job in the area of in-service teacher education and development in the country.” Thus, the Union Government discharges its responsibilities relating to planning, organising, direction, control, coordination, research and financing in the field of education through the Ministry of Human Resource Development and its attached and subordinate public agencies. The responsibilities discharged also include providing qualitative pre-service, in-service and vocational education to teachers of different levels through the Ministry of Human Resource Development and its attached and subordinate public agencies. The responsibilities discharged also include providing qualitative pre-service, in-service and vocational education to teachers of different levels through the network of agencies created for the purpose. But, the Central Government institutions can reach up to an extent, therefore, there has always been an urgent need for state level organisations to execute the development policies in an effective and extensive manner. Moreover, education was originally in the State List, therefore, the role of State Government in educational development in general and teacher education in particular is urgently required.


**Constitutional Status of Education**

Education has been provided in the Seventh Schedule of the Constitution which contains the three lists of subjects i.e. The Union List, the State List and the Concurrent List. With some notable exceptions education was in the State List. The item 11 of List I of the Constitution read as "education including Universities, is subject to the provisions of entries 63,64,65,66 of List II and entry 25 List III". But with the 42nd Amendment to the Constitution, 1976 education was put on the Concurrent List. Hence, the State Government has to shoulder a heavy responsibility in the field of education. The Union Government has to shoulder a heavy responsibility to state governments in order that they may perform this function, keeping in mind the interests, needs, capacities and the traditions of its people.

The 86 Amendment Act, 2002 has made Senior Secondary education, a Fundamental Right to all children in the country by adding a new clause under Article 21(A). This has placed a lot of responsibilities on the Central and State Governments. Although, state governments have to play a greater role, the Central Government has also the responsibility to mobilize the funds and to help the state governments in implementing the provisions of the Act. Compulsory education Act, 2009 is a milestone in providing Senior Secondary education to all. Through this Act even private educational institutions will have to provide free education to the eligible age groups by reserving certain seats for them.

Needless to mention that education was mainly imparted through the state governments by bifurcating the education broadly into:

(a) School Education

(b) Higher Education

(c) Technical Educational
The school Education has further been divided into the following: (a) Senior Secondary Education (b) Secondary Education

Due to recent developments in the field of education, the Primary Education has been replaced by Senior Secondary Education to achieve the goal of universalisation of education in the country. The focus in the present Chapter, as well as the present study, is to study and analyze the Senior Secondary Education in the state of Haryana (with particular reference to Panchkula District) School Administration.

**School Administration at National Level**

At the National level, there is Ministry of Human Resources Development which is headed by the Minister who is of Cabinet rank and is further assisted by two Ministers of State. It is the responsibility of the minister to provide overall leadership to the Ministry. The Ministry, at the executive level has further three departments. Structure of the Ministry of Union Human Resources Development is presented in Chart-1.

**Structure of the Union Human Recourse Development**

![Structure Diagram](chart.png)

As the present study is concerned with the Senior Secondary Education, the detailed study of the role/function of this department has been discussed below:
School Administration at the State Level in Haryana

Ever since its creation, the state of Haryana has given priority to education over all other sectors and carried out educational reforms with great success. It has taken a lead over all other states in this field and set an example for other states. Before 1 Nov. 1966, it was part of Punjab. Haryana Government has very effective administrative setup which enable it to achieve the desired goal set up both by central government and Haryana Education Department.

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 decentralise the training programmes to be district level.

Thus, it is concluded that senior secondary school teachers training did not get adequate attention in any kind of school of the State. It is almost non-existent for un-aided private schools. The government school teachers and the teachers of private but aided schools are also not adequately covered or imparting in-service training to them. Not only this, even pre-service training is not required to teach senior secondary classes, i.e., +1 level and +2 level school classes. 18

The Secondary Education Commission (1952) was of the opinion that “Secondary Education as the weakest link in the whole system of India Education.” Thereafter, the Indian Education Commission (1964-66) pointed
out the need to ensure the coordination between the Central Government and State Government for the development of education in the country. The Commission was of the view that the administration is an essential element in the improvement of standards in education. Therefore, it made certain recommendations to bring certain changes in the educational administration system, role of central and state government etc. Obviously, the role of Education Ministry and the Education Department at Secretariat level is very crucial and significant. Naturally, their main role is to coordinate the efforts of different bodies, organizations, established and engaged at different levels in the field of education. The State of Haryana has adopted almost the same pattern of governance as it was in the State of Punjab.

Thus, the State has established a separate independent ministry for the subject of ‘Education’ and placed under the charge of a cabinet rank minister. The Education Minister has the overall responsibility pertaining to educational matters in the State. The matters such as all legislative business including introduction of Acts and questions asked by members; cases pertaining to assurance given by the minister on the floor of the house; framing of departmental and other rules; policy regarding postings and transfers of gazetted officers; tour programmes of the directors; cases pertaining to training abroad and deputation of gazetted officers; creation of gazetted posts; matters required to be submitted to Chief Minister/ Governor, new schemes involving or expenditure of rupees one lakh and more important plan schemes; all important work pertaining to universities and the Board of School Education; Grant-in-aid to educational institutions; opening of new libraries and grants to libraries; upgrading of schools and taking over of non-government schools; constitution of advisory committees; policy regarding text books, prescribing fees, funds and fines; other important matters involving policy, etc. are essentially submitted to him for his consideration and decision.

Educational Administrative Set-up at secretariat level, an
administrative officer of Commissioner Rank is appointed as Secretary to look after the responsibilities of education Department of the State. The Secretary or Commissioner is assisted by a term of officials comprising of Joint Secretary, Deputy Secretaries, Under Secretaries and other supporting staff.19

The important matters which must be deposed of at the Education Commissioner’s level are: establishment matters pertaining to gazetted officers of the Directorates of Education; appeals against orders of the Directorates of Education; all cases submitted to Education Minister/Chief Minister; financial matters involving expenditure upto Rs. 50,000; legislative committees such as Public Accounts Committee, Estimate Committee related matters, institution of civil/criminal cases against government servants; any other important matter which the deputy secretary or the under secretary may like to bring to the notice of the commissioner.

Administrative set-up of School Education

As can be observed from the Chart above, Education Minister is assisted by Financial Commissioner and Principal Secretary to Government of Haryana, School Education, in the overall School Administration. The work is further divided among two Directorates, one State Project Director, SSA and RSMA and Board of School Education. The two Directorates are : (1) Directorate of Secondary Education and (2) Directorate of Senior Secondary Education. Directorate of Secondary Education is assisted by District Education officers who has under him Block Education Officers. Directorate of Senior Secondary Education is assisted by District Senior Secondary Education Officers who are further assisted by Block Education Officers who in turn assist Project Director, SSA/RSMA in the implementation of policies and programmes related to SSA. Still, it is through schools that the policies and programmes of SSA are implemented. Under SCERT, there are two Divisions, namely, DIET and GETI. The Board of school Education conducts examinations, issues mark sheets and performs related functions of the schools throughout Haryana.20
The administrative set-up of School Education, Haryana is shown in Chart.

**Chart-1**

**Organizational and Administrative Set-up of Senior Secondary Education Department**

- Minister of Education
- Principal Secretary
- Director
  - Additional Director, Admn-1
  - Additional Director, Admn-11
- Joint Director, Admn
- Additional Director, NSQF
- Joint Director
- Chief Project Co-coordinator
  - Deputy Directors-(2)
  - Technology Officer
  - Assistant Director, IT
  - Assistant Directors, (6)
  - Registrar Education
  - Director SCERT
School Administration at District Level

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-I officer with additional administrative and financial powers. It was aimed at bringing 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 and middle schools indirectly, through sub divisional education officers.

The District Education Officer is accountable to the Director of Secondary Education. He is assisted by Deputy District Education Officers, two Sub-Divisional Education officers and a team of subordinate staff and the responsibilities of executing of educational policies of the State Government are entrusted to him. Besides, the DEO is also entrusted with the following functions: direct supervision and inspection of senior secondary schools and offices of Sub Divisional Education officers; attending complaints and grievances as an overall in-charge of Secondary Education in the district, appointment of district-cadre teachers; appointment of teachers on ad hoc basis; sanctioning of such orders as crossing the efficiency bar in respect of master/teachers and for placing teachers in higher grades; posting and transfers of masters and teachers during general transfers; and attending meetings convened by the Director of School Education/Deputy Commissioner.
Thus the District Education Officer has the final authority to dispose of the following administrative matters: appointment and dismissal of teachers (district cadre); minor punishments in respect of masters; assistant and clerks; appeals in case of Class-IV employees; appeals in case of temporary appointment made by Sub-Divisional Education Officers/Principals of Higher Secondary Schools; case of disposal of loan from general provident fund to teachers; ex-gratia grant from the teacher’s welfare fund; and also decide the cases of privately managed schools.

The jurisdiction of the Sub-Divisional educational officer (SDEO) is co-existent with the revenue or Civil Sub-Division. As in-charge, he supervises High and Middle schools directly. The Sub-Divisional Education Officers route most cases through the District Education Officers. However, in certain cases, SDEO is co-existent with the revenue or Civil Sub-Division. The Sub-Divisional Officers route most cases through the District Education Officers. However, in certain cases, SDEO can send information directly to the Director of Secondary Education. Such cases include assembly questions pertaining to a particular sub-division or a school, information relating to death of an employee, pension and gratuity cases, budget estimates, during emergent circumstances, replies to any special questionnaire or enquiry etc.

In addition to the department at secretariat level and directorates at state level, the state government has also established some other institutions with a view to enhance the quality of education. The institutions are:

(i) State Council of Education Research and Training (SCERT).

(ii) District Institutes of Education and Training (DIET).

(iii) State Resource Centre.

(iv) Board of School Education.

(v) Advisory and Consultative Bodies.
Haryana was one of the first few states to establish the State Institute of Education (SIE) and Institute of Science Education in 1969-70. These institutes were responsible for providing basic training to teachers of all levels and to popularise science education in the State. Later, SIE was converted into State Council of Education Research and Training (SCERT) which is now located at Gurgaon, as a technical wing of the Education department. The Council is mainly concerned with educational research, curriculum renewal, in-service training programmes, educational polices and various other activities aimed at improving the quality of school education.

**Organisational set-up of State Council of Education Research and Training, Haryana:**

The SCERT is headed by a Director, who is of a joint director rank in the Directorate of Education. The Director is assisted by four class-I officers, 27 class-II officers, and four class-III officers and other supporting staff to discharge its functions. The council is not manned by a separate cadre of officials; rather they are interchangeable with those of Education Department. It has specific wings/Units especially established on the basis of related fields and consists of wings in the areas of science, educational research, language, in-service education, extension, guidance and counselling, audio-visual, textbook, educational technology, population education, environment, district centres for English, integrated education of the disabled, etc.

The SCERT looks after the in-service training of teachers and the qualitative improvement of education at all levels. It has been organising training programmes, seminars and workshops for teachers, teacher educators and resource persons. Further, SCERT also shoulders the responsibility of executing various centrally sponsored schemes of HRD ministry and NCERT. It also brings out a monthly magazine, ‘Prathmik Adayapak’ which has a wide circulation. The structure and functioning of SCERT has been reviewed from time to time to make it more functional and effective. Additional cells or
wings may be created as and when new schemes are launched. Thus it has been undertaking all these activities meant to improve school education of the state. No doubt, the programmes, projects and activities undertaken by it are worth appreciating, but there is a need to work out a more comprehensive long term plan of its activities keeping in view the present and future in-service training needs of teachers in general and senior secondary schools teachers in particular.

**District Institute of Education and Training (DIET)**

The District Institutes of Education and Training (DIET) have been established in the State primarily to vitalise Senior Secondary teacher education to enrich qualitative aspects of primary education. It was introduced as per the suggestions made by NPE-1986 and its programme of Action (POA). These institutes are the resource support and help to bring improvement in the professional competence of teachers and other educational functionaries.

These functions are carried out through the following six branches and one unit manned by the faculty in different specialisations: i) Pre-service Teacher Education, ii) In-service Programme and Extension Facilities, iii) District Resource Unit for Adult and Non-formal Education, iv) Planning and Management, v) Planning and Management, vi) Educational Technology, vii) Work experience, viii) Curriculum and Evaluation.

There is one another centre known as State Resource Centre (SRC) set-up with the assistance of central government for Adult Education programme. It is headed by a Director, a Joint Director’s rank officer in the Directorate of Education. The Centre is responsible for preparing reading material for neo literates and provides training to adult education workers.

Another academic support system is Board of School Education. It was set up by an Act passed by the State Legislature in 1969 and amended from
time to time. It has been set up with the primary objective of holding examination and awarding certificates to examinees. It was established with its headquarters at Chandigarh in 1970 but later on shifted to Bhiwani. The Board of consists of a Chairman, a Vice-Chairman and 17 members. Out of these, 8 are ex-officio members and 9 non-officials members nominated by the State government including 2 MLAs and one Professor or Dean of a State University. The Chairman, Vice-Chairman and non-official members are nominate/appointed by the state Government and they hold the office during the pleasure of the state Government. There is one Secretary, three Deputy Secretaries, twelve assistant secretaries, one director academic, two deputy director academics and other supporting staff, which is the organisational set-up of Board of School Education.

The main functions of Board are as to: prepare courses and textbooks, conduct examination for middle, high and higher secondary classes and 10+2 vocational courses, publish results of such examinations and award certificates, prescribe conditions for recognition to schools and promotion of physical, moral, cultural and social welfare of students in recognised institutions. The State Government has the power to make a reference to the Board with regard to any matter of policy or in respect of any act done by it is contravention of the provision of the Act. The State Government also has the power to set up a committee to enquire into and report on anyone or more of the prescribed matters (including the working of the Board and its financial position). Lastly, all fees, donations, grants, money received by the Board are credited to: The Board Fund” established under the Act.

There are two important advisory and consultative bodies named as the State Advisory Committee on Education and the State Working Committee of National Foundation for Teachers Welfare constituted by the State Government. The former committee i.e. State Advisory Committee on Education has the Education Minister as its chairman and other members are:
Education Commissioner-cum-Secretary; Director of Agriculture; Director of Social Welfare; Director of Technical Education; Director of Industries; Director of Education Facilities; Director of Employment; and Chairman Board of School Education, Haryana in ex-officio capacity. There are also five non-official members in this committee out of which two members are from State legislature. Director of Higher Education is its member-Secretary. The Committee advises the State Government in the matters relating to: general policy and specific programmes of education; in reviewing education policy, recommending any modification if and when found necessary; a respect of state educational planning; matters regarding promotion of adult literacy and social education; and matters relating to college education.

The other consultative committee, namely the State Working Committee of the National Foundation for Teacher’s Welfare consists of the Education Minister as its Chairman, Secretary of Finance Department, Director of Technical Education and a District Education Officers as members. The Director Secondary Education is its Secretary-cum-Treasurer.

The local bodies like village Panchayats or urban Government have also been involved in the administration of the matters relating to Education subject. However, the involvement of these bodies is usually for primary level and varies from country to country and even from State to State within a country. The Kher Committee and National Policy of Education 1986 suggestions in this regard indicate the need to decentralise the primary education to these local institutions. However, as involvement of local bodies in senior secondary school education is almost negligible, hence, needs not much elaboration here.

However, there have been schools in the State which have been managed by the private institutions. The role of private institution in school education has been quite significant and well evident. The private institutions running schools are broadly categorised as aided and unaided institutions
depending upon the fact that they are receiving government’s grants or not? The unaided schools are usually public schools and majority of them are affiliated to CBSE instead of Haryana Education Board. These are progressive institutions and attracting richer students. Therefore, they do not need any grant from state government.

Both aided and unaided private schools have some specific problems which are different from the government schools. As for example, their teachers are lesser paid or inadequately trained, etc. No doubt, the performance of these schools is better than the government school of the State. But the teachers working in these schools may not be satisfied with the environment or HRD practices adopted in these schools as per the expectation of the philosophy of welfare State, but the execution of those is not very effective.

In addition to the administrative arrangement discussed so far, there have also been some, other agencies which are either contributing or can contribute to teacher education or for human resource development of teachers in general and senior secondary school teachers in particular. These agencies are: School and School complex; University and Colleges; College of Teacher Education; Teacher Organisations etc.

**Teacher Education Institutions**

The state has a large network of teacher education institutions. It has established 17 District Institutes of Education & Training (DIETS), under the Centrally Sponsored Scheme of Teacher Education and a State Council of Educational Research & Training (SCERT) at Gurgaon. In addition, the state has two Government Senior Secondary Teacher Training Institutes (GETTIs) in Mewat and Panchkula Districts. There are two Government Colleges of Education for B.Ed., 14 Aided Colleges and 456 Private Colleges offering the B.Ed. programme to around 53,800 students. There are also 327 Self-
Financing Senior Secondary Teacher Training Institutes (non-government).
All these institutes are running pre-service teacher education programs.

Table 2.1

<table>
<thead>
<tr>
<th>Types of Teacher Education Institutions</th>
<th>Government</th>
<th>Aided</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Insts.</td>
<td>Intake Capacity</td>
<td>No. of Insts.</td>
<td>Intake Capacity</td>
</tr>
<tr>
<td>2-year D.Ed.</td>
<td>17+2</td>
<td>2700</td>
<td>NIL</td>
<td>329</td>
</tr>
<tr>
<td>1-year B.Ed.</td>
<td>2</td>
<td>400</td>
<td>14</td>
<td>456</td>
</tr>
<tr>
<td>4-year B.Ed.</td>
<td>----</td>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>2-year D.Ed. (Special Education)</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>1-year B.Ed. (Special education)</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>1-year M.Ed.</td>
<td>----</td>
<td>----</td>
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<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>3100</td>
<td>14</td>
<td>2800</td>
</tr>
</tbody>
</table>

*Source of Educational Statistics: Senior Secondary and Secondary Education Department, Government of Haryana*

The discussion in the preceding paragraphs is related to the government, government aided private schools in the state. However, there have been other schools which have been employing a large number of teachers of various categories working in non-government and CBSE affiliated schools. It indicates that growth has not remained restricted to the government and government aided schools only. Thus, it is concluded that the organisational set up created to impart education in the country and the state is quite extensive and adequate to fulfil the national needs.

Moreover, the network of various agencies to impart training or which
may be used to develop human resources of teachers in general and senior secondary school teachers in particular in the state is found to be sufficient. Moreover, specifically, the school and school complex colleges of teacher education, teacher’s organisations (although these have not developed to discharge this responsibility till now in the state) and various universities in addition to SCERT and DIETs can be utilised effectively for human resource development of senior secondary school teachers if so desired and planned systematically. Therefore, the hypothesis “there seems to be inadequate organisational set-up for human resource developmental senior secondary school teachers in Haryana” gets falsified. Alternatively, it may be concluded that although there exists sufficient institutional network of organisations in the shape of SCERT, DIETs, Universities, Colleges for teacher training, teachers organisations, but these are not being utilised due to the lack of realization of need for ensuring HRD of senior secondary school teachers in addition to the lack of planning, funds, etc.

School Administration of Panchkula District

In Panchkula District, District Education Officer deals with Secondary Education. In the District of Panchkula there are four blocks. Each in District Within the state of Haryana, for the purpose of school administration is headed by district education officer (DEO). DEO is further assisted by block education officer in his day today affairs of schools. Each block officer Looks after the school administrations of the school under the block and is responsible to the DEO. Further, board of school education looks after the affairs of the schools with regard to conduct of exam, issuing of marks sheets and other related matters.
Table 2.2

Summary of Govt. Schools in District Panchkula (as on 19-12-2013)

<table>
<thead>
<tr>
<th>Bloc</th>
<th>MIDDLE</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Co-Ed</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Co-Ed</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Barwala(Pkl)</td>
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<td>1</td>
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<td>14</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Morni Hills</td>
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<td>5</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Pinjore</td>
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<td>23</td>
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<td>10</td>
<td>10</td>
<td>1</td>
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<tr>
<td>Raipur Rani</td>
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<td>0</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>2</td>
<td>39</td>
<td>84</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>Total Govt. Schools in Haryana</td>
<td>1761</td>
<td>280</td>
<td>375</td>
<td>2416</td>
<td>875</td>
<td>199</td>
<td>377</td>
<td>1451</td>
<td>1055</td>
</tr>
</tbody>
</table>

Source: Annual Report of Education Department, Haryana 2014-15

Total Number of Schools in Panchkula District

<table>
<thead>
<tr>
<th>Bloc</th>
<th>Boys</th>
<th>Girls</th>
<th>Co-Ed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barwala (Pkl)</td>
<td>48</td>
<td>13</td>
<td>7</td>
<td>76</td>
</tr>
<tr>
<td>Morni Hills</td>
<td>64</td>
<td>15</td>
<td>0</td>
<td>87</td>
</tr>
<tr>
<td>Pinjore</td>
<td>123</td>
<td>42</td>
<td>9</td>
<td>191</td>
</tr>
<tr>
<td>Raipur Rani</td>
<td>41</td>
<td>12</td>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>276</td>
<td>82</td>
<td>23</td>
<td>419</td>
</tr>
</tbody>
</table>

Source: Annual Report of Education Department, Haryana 2014-15
Manpower at the Level of Senior Secondary Education: Panchkula District

The Table 2.3. presents the total number of sanctioned and vacant posts of teaching cadre in the District as on 31 Mar 2011.

Table 2.3

Manpower involved in Delivery of Senior Secondary Education in District, Panchkula as on 31.03.2011 (Teacher Cadre)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>CHT</th>
<th>HT</th>
<th>JBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanctioned Posts</td>
<td>46</td>
<td>44</td>
<td>126</td>
</tr>
<tr>
<td>Vacant Posts</td>
<td>0</td>
<td>37</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Vacant positions as reported by schools.

Senior Secondary Education Administration at District Level : Structure and Function.

In Haryana Senior Secondary education is imparted through Directorate of Senior Secondary Education and Sarva Shiksha Abhiyan (SSA). The Directorate of Senior Secondary Education is headed by a Director while administration of Senior Secondary education under SSA is being looked after by State Project Director SSA.

At the District level also these agencies look after the affairs of Senior Secondary education. Brief description and functions of these two agencies are as below:

Senior Secondary Education Administration under Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is an effort to universalize Senior Secondary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is an effort effectively involving the Panchayati Raj Institutions,
School Management Committees, Village and Urban Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass level structures in the management of Senior Secondary schools. It is a partnership between the Central, State and the local government in providing Senior Secondary education and an opportunity for states to develop their own vision of Senior Secondary education. The Sarva Shiksha Abhiyan is to provide useful and relevant Senior Secondary education for all children in the age group of 6 to 14 years group by 2010. There is also another goal to bridge social, regional and gender gap with the active participation of the community in the management of schools. Its major objectives are: all children complete five years of primary schooling by 2007, all children complete eight years of Senior Secondary schooling by 2010, focus on quality education and universal retention by 2010.

Haryana Prathmik Shiksha Pariyojna Parishad is an autonomous and independent body for implementation of the Sarva Shiksha Abhiyan Mission. At the apex level, there is a General Council, headed by the Chief Minister with twenty five members. The General Council is required to periodically review implementation of the mission and lay down necessary broad guidelines. The meetings of the body are required to be held twice a year as per provisions of Para 2.05 of Haryana Prathmik Pariyojna Parishad Memorandum of Association Rules (revised w.e.f. 12th December 2006).

(a) District Level Senior Secondary Education Administration under SSA

At the District level, the implementation authority is the Additional Deputy Commissioner of the District with District Education Officer as the Member Secretary cum District Project Coordinator (DPC) for implementation of the scheme. The DPC is assisted by the Assistant Project Coordinators, Section Officer/Accounts Officers besides other supporting staff.
(B) Block Level Senior Secondary Education Administration under SSA

At the Block level there is a Block Education Officer (BEO) posted in each educational block. Block Resource Centers (BRCs) function as Sub district academic support centre at the block level. These are headed by Block Education Officers who are assisted by Assistant Block Resource Coordinators (ABRCs) and the supporting staff. The ABRCs are the supervisory and implementing officers for a cluster of 8 to 10 schools. At the village level there is a Village Education Committee and Village Construction Committee of each school with concerned Headmaster/Head Teacher as the Secretary of the Committee, the other members of the Committee comprise of two persons from Panchayat (one of which must be female), two persons from Parent Teacher Association (PTA) (one of which must be female), one ex-serviceman, one retired teacher and one NRL The Chairman of the Committee is elected by members excluding Headmaster/ Head-Teacher. In actual practice, the Chairman is usually the Village Sarpanch. At present, in the state, as a whole, posts of 798 ABRS were vacant against a sanctioned strength of 1332.

As the District is the unit under SSA Project, District Institute of Education and Training (DIET) was involved in the mission of the project, SSA. District Implementation units have been established in each District. The District Education Development Committees (DEDC) headed by the Deputy Commissioner of the District is the implementing authority of SSA. The entire faculty of the DIET has been adequately oriented and trained in their respect areas of work. The main agency for orienting the faculty was SCERT. To achieve this end, SCERT holds monthly meetings of all Headmasters/ Headmistresses.
Functions of DIETs

Following functions are performed by the DIETs in the District:-

(a) Training and orientation of Senior Secondary School Teachers, Headmasters, Head of School, Officials of Education Department, Members of VEDCs, youth and resource persons of all the target groups.

(B) Academic and resource support to the Senior Secondary and EGS education systems in the district.

(c) Development of locally relevant teaching aids, evaluation of teaching techniques and tools etc.

(d) Serving as an evaluation centre for Senior Secondary schools and programmes.

(e) Action research and experimentation to deal with the specific problems of the district relating to the Senior Secondary Education.

(f) DIET is involved in the initial planning of SSA in the District.

(g) It is involved in the main program areas of SSA such as survey, teacher training, text book development, alternate schooling, EGS training, community mobilization etc.

(h) It interacts with the field staff through visiting schools, attending teacher centre meetings and conducts teachers' training programme.

(i) To attend BRC and CRC meetings, visit schools and facilitate the work of the sub-district structures in their respective blocks.

(j) DIET personnel prepare TLM guidelines for teacher educators, resource person, multigrade schools and EGC centers.

(k) The DIETs are involved in Village Education Development Committee (VEDC) training, BRC and CRC orientation, training of micro planning etc.
Block Resource Centers and Cluster Resource Centers

Block Resource Centers (BRCs) has been set up to function as sub district academic support centers at the Block level. These were headed by Block Education Officers, who are assisted by Block Resource Persons (BRPs) and the supporting staff. The Block Resource persons are the supervisory and implementing officers for a cluster of 8 to 10 schools. Cluster Resource Centers (CRCs) have also been set-up. A Cluster Head has been placed to supervise and provide support to schools in each cluster.

Functions of BRCs

The BRCs performed the following functions:

- To provide academic support and monitoring of classrooms activities and schools.
- Receiving feedback from cluster on various areas.
- Attend the meeting at district and cluster level.
- To organize different types of trainings.
- To support cluster resource functionaries through training, monthly orientation/review meetings and teaching learning relating activities.
- Training for identification and teaching of disabled children.
- Organize the assessment camp for children with special needs.

Role of CRCs

The CRCs served as key-links for implementation of the SSA programme and its monitoring each Resource Centre has Centre Head Teacher cum Cluster Project Officer cum member secretary with management monitoring committee.

The CRCs performs the following roles.
• To improve position of enrollment, retention and quality with the help of VEDCs/UDECs.

• To facilitate and support schools by monthly review meetings of teachers. Head Teachers, Volunteer Teachers and other functionaries in the cluster.

• To facilitate schools in maintaining records by organization training.

Strengthening of village level committees by training of members of VElk/UDECs and PTAs/MTAs.

Appraisal:

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.
REFERENCES


3. Ibid

4. Ibid


7. Entry 63: The Banaras Hindu University, Aligarh Muslim University and the Delhi University (at the Commencement of this Constitution) and any other institution declared by the Parliament by law to be an institution of national Importance. Constitution of India.

8. Entry 65: Union Agencies and Institutions for : (a) the promotion of special studies or research or (b) Scientific or technical assistance in the investigation or detection of crime, Constitution of India.

9. Entry 66: Coordination and Determination of Standards in Institutions for higher education or research and scientific and Technical Institutions for higher education or research and scientific and Technical Institutions, Constitution of India.

10. Entry 25 of List-III, Vocational and Technical Training of labour, and legal, Medical and other Professions. Constitutions pf India.

11. Ibid.

12. IT provides, “for free and compulsory education for all children until they complete the age of fourteen years” and that is also within ten years from the commencement of this institution.

13. Directorate of Adult Education (DAE), New Delhi,

14. Central Indian Institutes of Languages (CIIL), Mysor.

16. Ibid., 181.

17. Ibid., p. 183.

