INTRODUCTION

Education is considered as the soul of a nation. It is very rightly said that a living nation must have a living education. Education means transforming the whole man. The word 'education' may have numerous implications but the findings of modern front line research have identified its kernel meaning, i.e., education in modern times broadly means to provide for comprehensive child development and full adult development during one's life cycle. A good educational programme concentrates more upon providing enriched experiences to the students and exposes them to both formal and informal situations, so that, in addition to acquiring knowledge, they may develop values, attitudes, interests and social and personal qualities cherished by the society in which they live.

Education has always played a decisive role in the development process of a country. The same is true about India as well. India had her own system of education from time immemorial. But in the world of continuous and growing research activities, knowledge is growing without limits and to put it in the words of a veteran librarian, "knowledge is growing much faster than a man's ability to assimilate it." With rapid technological change, the challenge to education is greater than ever. It is estimated that about 1000 books are published everyday in the world, in addition to 33,000 newspapers and 70,000 periodicals.
In the rapidly changing world of medical science alone, some 2,00,000 journal articles and 10,000 papers are published each year. In chemistry 10 million words are added every month. In the natural science about one lakh technical journals are being published in more than 60 languages. Thus the knowledge about man, his living environment, surroundings and space is growing faster and faster.

The aim of this education is to impart knowledge of cultural heritage to the rising generation. But cultural heritage is not something static. Infact it is an ever growing repository of knowledge. So we should select only the essential knowledge. Unnecessary stuffing of mind is certainly dangerous. Swami Vivekanand says, "Education is not the amount of information that is put into your brain which runs riot there, undigested all your life." Thus the approach towards the education system has to be based on deep imagination and vision.

Through education, society transmits its way of life to succeeding generations. Education, is thus a social activity. One objective of education is that younger generation be prepared for its role as responsible members of the community, capable of making decisions and continuing and possibly improving the society's way of life.

But sometimes we find that education is at cross roads today. Do we really have the right sort of education? - the education that makes us intellectually alert, morally strong, physically virile and useful product of society.

Montainge believes in education that makes a complete man.
Rabindranath Tagore, in The Religion of Man, speaks of an educational pattern that does not encourage a mere cramming of facts and figures. He advocates such education as brings us in tune with world consciousness. Rousseau has scant faith in utilitarian education. For him the best education enables us to accept life in its totality. In Sri Aurobindo's words we can hear a distinct echo of Swami Vivekananda that the aim of education is searching for perfection through the development of the powers of the individual and his progress towards a divine being.

This focuses one plain truth that education is not for material gain. But today when traditional values are in the melting pot, we are mute spectators of a grim tragedy of the crucification of education.

The opening sentence of the Education Commission, (1964-66) rightly says that the destiny of India is being shaped in her classrooms.

Infact class rooms are the places where future citizens of the country are reared, trained, educated and motivated to accept the new challenges and to face the changing situations. Classrooms are the places where pupils get new knowledge, develop understanding and insight, acquire new skills and interests, form their attitudes and values. Class room climate determines to a great extent the effectiveness of teaching learning process on the one hand and the social and character building process on the other.

But education seems to be in the midst of a profound crisis due to this focused classroom teaching. As Jean Jacques Rousseau, the French...
philosopher (1712-1778) says that you wish to teach this child geography - and you provide him with globes, spheres and maps. What elaborate preparations! What is the use of all these symbols; why not begin by showing him the real thing so that he may at least know what you are talking about? John Amos Comenius, Moravian (1592-1670) also says that what has to be done must be done by practice. Artisans do not detail their apprentices with theories, but set them to do practical work at an early stage; thus they learn to forge by forging, to carve by carving, to paint by painting and to dance by dancing. In schools, therefore, let the students learn to write by writing, to talk by talking, to sing by singing and to reason by reasoning. In this way school will become workshop humming with work.5

That knowledge born out of practical training is real education and can help the total development of succeeding generation and society as a whole. It can then serve as the best means by which men can perceive, interpret, criticise and act and thus bring about transformation in the social fabric around them. But some structure is essential to impart this education. And school is one of the primary institutions of that structure. The function of developing the future citizens is entrusted to the schools. As a future citizen, the child enjoys certain rights here. The society is also under obligation to arrange for the fulfilment of those rights. Organising efficient and good schools for its children is one of the primary responsibilities of the society and the state.
What is School?

School is a society in miniature and mirrors the social aspirations and requirements.

Ryburn says, "School is a co-operative society or a society where co-operation is sought."\(^6\)

John Dewy remarks, "The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child development along desired lines.\(^7\)

Nunn's view is, "The school must be thought of primarily not as a place of learning where certain knowledge is learnt but as a place where the young are disciplined in certain forms of activities particularly those that are of the greatest and most permanent significance in the wider world".\(^8\)

Dictionary of Education says, "School is an organised group of pupils pursuing defined studies at defined levels and running instructions from one or more teachers, frequently with the addition of other employers and officers, such as a principal, various supervisors of instruction and a staff of maintenance, workers, usually housed in a simple building or a group of buildings."\(^9\)

No precise date marks the initiation of the school, nor is there any incontestable evidence as to the origin of the word 'School' itself. In fact, the word for school in most western tongues stems directly from the old Greek word 'Ozcosn' meaning 'leisure'. Perhaps the early Greeks
persistently devoted their leisure to self improvement so that their word for leisure came to have the added meaning of 'school' as well; or as the school as an institution was mainly concerned with a stage of human life in which leisure preponderates, it came to be styled as such.

The relation of leisure to education, however, was widely understood by those ancient dwellers of that beautiful but rugged country, Greece, to which one must turn to, when one is out to trace the origin of education or any other art of value and importance.

All these institutions passed through several stages of development side by side with the advancement of civilization. Even the nomenclatures for them underwent numerous changes till they became established in their present forms in spelling and pronunciation e.g. the word 'school' in modern English that stands for 'ecole' in French and 'schule' in German may be traced to 'schole' in old English, 'Schola' in Latin and 'Skhole' in Greek. Besides, a good many qualifying words such as nursery, primary, secondary, private, public, boarding, day, Sunday, grammar, technical, modern, normal, boy's, girl's, mixed, night, multipurpose, composite and many others are now used before the word 'school' to indicate the different types of schools that function with different purposes in view.

The school is now an ordinary social institution whose business is the education of children as transaction of money is that of the bank; treatment of patients of the hospital and transmissions of communications of the postal services.
No doubt school is for the community and the community is for the school. The school contributes to the development of the community and the community contributes to the improvement of the school. The community has to share its resources with the school for organising various programmes. Thus there has to be a two way traffic between the school and the community in utilising their resources both human and physical.

There has hardly been a modern society, autocratic, socialistic or democratic, that has not laid great store by its schools. Some have valued the schools as a means of lifting the young to the existing level of adult experiences. A few have proposed the idea of using the schools to raise or redirect the level of adult experience itself. Others look upon the schools as the best and the surest agency for social conversation. In this jumble of aims or objectives one is at one's wits and knows not what should be the function of the school in the present situation. But whatever the functions they can be performed perfectly only through good administration, management and organisation.

**What is Administration?**

Administration is a process of getting things done. It is the moving force to set and keep an institution or a department in motion. Administration, is a long and slightly pompous word. But it has a humble meaning. The word administer, derived from the Latin word. Ad + Ministare means to manage affairs. It is a co-operative effort, directed towards the realization of consciously laid down objectives.
Administration is the direction, coordination and control of many persons to achieve some purpose or objective. It is the moving force to set and keep an institution or department in motion. To a large extent it is the agency which runs the whole show. It keeps the whole machinery well oiled to achieve optimum results. Smooth functioning is the sign of good administration.

School Administration

School administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults, and particularly with the growth of school personnel.

The main aim of school administration is to enable the right people to receive the right education from the right teachers, at a cost within the means of the state, under conditions which will enable the pupils to profit by their training.

School administration is organised to benefit the scholar, to train his faculties, to widen his outlook, to cultivate his mind, to form and strengthen his character, to develop and cultivate his aesthetic faculty, to build up his body, give him health and strength to teach his duty to himself, the community and the state.

The efficiency of the school system can be ensured not by providing only a magnificent building to it, but by administering it on ideal lines in
every way. Although structure of school is raised by bricks and mortar yet the more important things about a school are the ideas, ideals, aims and the spirit behind its structure.

The modern multi faculty schools with thousands of children, lakhs of rupees as grants in aid and scores of teachers make school administration a virtual necessity. And when we consider the number of truants and unwilling pupils and equally unwilling and incompetent teachers, the magnitude of the problem can be well realized. Unprecedented explosion of knowledge and expansion of education have resulted in complicating the education process and education field. But with the right type of administration schools can become more helpful to the society.

SCHOOL ADMINISTRATION IN HARYANA

Haryana - An Introduction

Haryana is the 17th state of Independent India, formed on November 1, 1966 on reorganisation of the erstwhile state of Punjab. The word Haryana is probably derived from `Hari' (Green) and is reminiscent of the time when this was a rich and fertile tract.

The word Haryana occurs in the Delhi Museum inscription dating 1328 A.D., which refers to this region as a heaven on earth and includes Delhi (Dhilika) founded by Tomars in it. It is also said that since this region was inhabited by the Ahirs during the post Mahabharat period, it came to be called: Ahirayana: Haryana.
The state of Haryana is surrounded by Himachal Pradesh in north, Punjab in the west, Uttar Pradesh and Delhi in the east and Rajasthan in the south and south west. The area of state is 44,212 square kilometers which is just 1.34% of the total area of the country.

There are three principal languages spoken in the state namely Hindi by 88.43%, followed by Punjabi by 9.17%, Urdu by just 1.76% and others by 0.64%.

**Administrative Structure**

Administratively the state is divided into four divisions Hissar, Ambala, Rohtak, Gurgaon. There are 16 districts, 41 subdivisions, 53 tehsils and 108 blocks in the state. There are 84 municipal or statutory bodies according to 1991 census in comparison to 77 in the 1981 census. The total number of villages in the state is 7,073.

The educational districts in the state are co-terminus with its administrative districts.

**Education System**

Haryana follows the 12 year system of schooling i.e. 5+3+2+2 as shown in the picture.

It includes eight years of compulsory elementary education. Elementary education is further divided into 5 years of primary stage of education (classes I-V/ 6-11 age group) and 3 years of middle stage of education (Class VI-VIII/ 11-14 age group). Elementary education is followed by 2 years of high school education (Class IX-X) and 2 years of senior secondary education. (Classes XI-XII).
Fig. 1.1
HARYANA: POPULATION BY LANGUAGES: 1981

<table>
<thead>
<tr>
<th>Languages</th>
<th>Percentage of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td>88.43%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>9.17%</td>
</tr>
<tr>
<td>Urdu</td>
<td>1.76%</td>
</tr>
<tr>
<td>Others</td>
<td>0.64%</td>
</tr>
</tbody>
</table>
EDUCATIONAL LADDER IN HARYANA

HARYANA EDUCATIONAL STRUCTURE

Fig. 1.3
Table 1.1
Type and Number of Schools in Haryana in 1992

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Type of Schools</th>
<th>Boys</th>
<th>Girls</th>
<th>Co-ed.</th>
<th>Total</th>
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<td>Primary</td>
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<td>264</td>
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<td>3672</td>
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<tr>
<td></td>
<td>Urban</td>
<td></td>
<td>62</td>
<td>50</td>
<td>324</td>
<td>436</td>
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<tr>
<td></td>
<td>Total</td>
<td></td>
<td>326</td>
<td>527</td>
<td>3996</td>
<td>4849</td>
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<tr>
<td>Upper</td>
<td>Rural</td>
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<td>45</td>
<td>120</td>
<td>901</td>
<td>1066</td>
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<td>Urban</td>
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<td>5</td>
<td>11</td>
<td>79</td>
<td>95</td>
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<td></td>
<td>Total</td>
<td></td>
<td>50</td>
<td>131</td>
<td>980</td>
<td>1161</td>
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<tr>
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<td>Rural</td>
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<td>143</td>
<td>1105</td>
<td>1473</td>
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<td></td>
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<td>102</td>
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<td>1277</td>
<td>1899</td>
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<td>Higher</td>
<td>Rural</td>
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<td>55</td>
<td>74</td>
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<tr>
<td>Secondary</td>
<td>Urban</td>
<td></td>
<td>42</td>
<td>22</td>
<td>42</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>60</td>
<td>23</td>
<td>97</td>
<td>180</td>
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### Table 1.2

**Type and Number of Schools in Haryana in 1997**

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Type of Schools</th>
</tr>
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<tr>
<td></td>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Primary</td>
<td>Rural</td>
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<td></td>
<td>Urban</td>
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<td></td>
<td>Total</td>
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<tr>
<td>Upper</td>
<td>Rural</td>
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<td>Urban</td>
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<tr>
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<td>Total</td>
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<tr>
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<td>Rural</td>
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</tr>
<tr>
<td></td>
<td>Urban</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>220</td>
</tr>
<tr>
<td>Higher</td>
<td>Rural</td>
<td>52</td>
</tr>
<tr>
<td>Secondary</td>
<td>Urban</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>123</td>
</tr>
</tbody>
</table>

↑ Indicates increase in number of schools since 1992.
↓ Indicates decrease in number of schools since 1992.

The data in the above tables show the number of various types of schools in both rural and urban areas increased. The maximum increase was in the number of higher secondary school. They almost tripled in the five years from 1992 to 1997, percentage increase being 197.7% while the minimum increase was in the number of primary school, a mere 7.36%. Area wise, the percentage increase in number of school in urban areas was more than rural areas, noticeably in the upper primary category where it was a substantial 141%. Only in the higher secondary category the percentage increase in number of schools in rural areas was more than urban areas.

The five years saw a consistent increase in the number of co-educational schools and decrease in number of only boys schools. Co-educational schools increased from 3996 to 4115 in primary category an increase of 2.97%, 980 to 1287 in upper primary an increase of 31.32 %, 1277 to 1693 in secondary an increase of 32.57% and 97 to 317 in higher secondary category showing 226.80% increase. Only in the higher secondary category there was an increase in the number of boys schools. As against boys schools, trend was towards an increase in the number of girls schools. The increase was more in rural areas than urban ones. Specially in the higher secondary category of schools in rural areas rose to 25 from a mere 1 school. In the primary category, girls schools in rural areas increased by 60.16%, in upper primary category by 22.5% and in secondary category by 14.68%.

Thus it is seen that during the last 5 years more funds are allocated to opening of higher secondary schools than primary schools. Also, many more girls schools were opened to increase the female literacy rate in the state.
Table 1.3
Area and Management-wise number of Schools in 1992

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Type of Management</th>
<th>Govt.</th>
<th>LB</th>
<th>PA</th>
<th>PUA</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Primary</td>
<td>Rural</td>
<td></td>
<td>4395</td>
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<td>14</td>
<td>4</td>
<td>4413</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td></td>
<td>369</td>
<td>4</td>
<td>42</td>
<td>21</td>
<td>436</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>4764</td>
<td>4</td>
<td>56</td>
<td>25</td>
<td>4849</td>
</tr>
<tr>
<td>Upper</td>
<td>Rural</td>
<td></td>
<td>1052</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>1066</td>
</tr>
<tr>
<td>Primary</td>
<td>Urban</td>
<td></td>
<td>39</td>
<td>0</td>
<td>18</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1091</td>
<td>0</td>
<td>26</td>
<td>44</td>
<td>1161</td>
</tr>
<tr>
<td>Secondary</td>
<td>Rural</td>
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<td>3</td>
<td>1473</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
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<td>0</td>
<td>215</td>
<td>55</td>
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<td></td>
<td>Total</td>
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<td>1606</td>
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<td>235</td>
<td>58</td>
<td>1899</td>
</tr>
<tr>
<td>Higher</td>
<td>Rural</td>
<td></td>
<td>72</td>
<td>0</td>
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<td>1</td>
<td>74</td>
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<tr>
<td>Secondary</td>
<td>Urban</td>
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<td>74</td>
<td>1</td>
<td>25</td>
<td>6</td>
<td>106</td>
</tr>
<tr>
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<td>Total</td>
<td></td>
<td>146</td>
<td>1</td>
<td>26</td>
<td>7</td>
<td>180</td>
</tr>
</tbody>
</table>


Note: Govt. - Government; LB - Local Body; PA - Private Aided; PUA - Private Unaided.
Table 1.4

Area and Management-wise number of Schools in 1997

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Type of Management</th>
<th>Govt.</th>
<th>LB</th>
<th>PA</th>
<th>PUA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Rural</td>
<td>4633 ↑ 3↑ 5↓ 39↑ 4680 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Urban</td>
<td>463 ↑ 3↓ 37↓ 23↑ 526 ↑</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5096 ↑ 6 ↑ 42↓ 62 ↑ 5206 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper</td>
<td>Rural</td>
<td>1149 ↑ 8 ↑ 10 ↑ 83 ↑ 1250 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>46 ↑ 8 ↑ 11 ↓ 164 ↑ 229 ↑</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>Rural</td>
<td>1599 ↑ 2 ↑ 12 ↓ 54 ↑ 1667 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>111 ↓ 13 ↑ 101 ↓ 283 ↑ 508 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1710 ↓ 15 ↑ 113 ↓ 337 ↑ 2175 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Higher</td>
<td>Rural</td>
<td>241 ↑ 2 ↑ 7 ↑ 2 ↑ 252 ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>135 ↑ 5 ↑ 89 ↑ 55 ↑ 284 ↑</td>
<td></td>
<td></td>
<td></td>
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<td>Total</td>
<td>376 ↑ 7 ↑ 96 ↑ 57 ↑ 536 ↑</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

↑ Indicates increase in number of schools since 1992.
↓ Indicates decrease in number of schools since 1992.

Source: 6th All India Educational Survey. N.C.E.R.T.

Note: Govt. - Government; LB - Local Body; PA - Private Aided; PUA - Private Unaided
The major trends in the number of schools run under various managements in the year 1992 and 1997 are given in the tables above. There has been an increase in the number of Govt. schools, schools run by local bodies and private unaided schools and only the number of private aided schools have decreased.

The increase in number of govt. schools is more in urban areas in case of primary and upper primary schools. There is a 5.41% increase in number of primary schools in rural areas and 25.47% increase in number of primary schools in urban areas. The figures in case of upper primary schools are 9.2% and 17.9%. There is a marked decrease in the number of secondary schools in urban areas which is 28.8%. The increase in the number of higher secondary schools run by government is substantial. It is more in rural areas, the figures increasing from 72 to 241 i.e. 234.7% increase. In urban areas the increase is 82.43%.

There is a noticeable increase in the schools run by local bodies. In 1992 there were very few schools in this category, 4 primary schools and 1 higher secondary school and both in urban areas. Sensing a need for upliftment of education standards, people have come up and formed local bodies to run educational institutions. While there were no schools run by local bodies in rural areas in 1992, in 1997 the figures were 15. The number of local body schools in urban areas rose from 4 to 29.

As opposed to local body schools, there is a marked decrease in the number of private aided schools. These schools get most of their funds from the government and the decrease is attributed to withdrawal of aid by the
government. The decrease in number of primary schools in rural areas is 64.28% and in urban areas 11.9%. In case of upper primary school, there is a marginal increase in number of schools in rural areas i.e. 25% and decrease in number of schools in urban areas being 38.8%. The figures for percentage decrease in number of secondary schools in rural and urban areas is 40% and 53% respectively. An increasing trend is seen in the number of private aided higher secondary school. While in rural areas these schools are only 7 in number there is a substantial increase in urban areas from 25 to 89.

The number of private unaided schools in all categories also increased in number. Even though such schools are more concentrated in urban areas, the percentage increase is more in case of rural areas. The number of such schools in rural areas in primary category rose from 4 to 39, in upper primary from 6 to 83, in secondary from 3 to 54 and in higher secondary category from 1 to 2. This corresponds to a percentage increase of 875%, 1333.33%, 1700% and 200% respectively. The percentage increase in number of primary, upper primary, secondary and higher secondary schools in urban areas is 9.52%, 331.57%, 414.5% and 816.6%. So there is a significant contribution of privately run unaided schools in the total increase in number of schools in Haryana.

Thus it is seen that before 1992 there were very few private schools in the state but since then private schools have been mushrooming in all categories. As regards the government, it has allocated funds to opening of new government schools but is withdrawing funds from aided schools resulting in a consistent decrease in their number.
Type of Building in Schools of Haryana in 1992

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Type of Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pucca</td>
</tr>
<tr>
<td>Primary</td>
<td>Rural</td>
<td>3779</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>384</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4163</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>Rural</td>
<td>983</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1070</td>
</tr>
<tr>
<td>Secondary</td>
<td>Rural</td>
<td>1421</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1838</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>Rural</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
</tr>
</tbody>
</table>

Source: 5th All India Educational Survey. N.C.E.R.T.
### Table 1.6

#### Type of Buildings in Schools of Haryana in 1997

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Building</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pucca</td>
<td>Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td>Rural Total</td>
<td>Urban Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Pucca</td>
<td>4345</td>
<td>4837</td>
<td>5260</td>
</tr>
<tr>
<td></td>
<td>Partly Pucca</td>
<td>367</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Kachcha Thatched Huts</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Open Space</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

- Indicates increase in number of schools since 1992.
- Indicates decrease in number of schools since 1992.

Source: 6th All India Educational Survey. N.C.E.R.T.
The tables show the various types of buildings in schools of Haryana in the year 1992 and 1997. The most noticeable trends are increase in number of pucca buildings and decrease in number of schools in open spaces.

Schools with pucca buildings increased both in rural as well as urban areas. The increase in case of primary schools in rural areas is 14.9% and urban areas is 25.78%. The figures for upper primary schools in rural and urban areas are 21.87% and 152.87% respectively, showing substantial increase in urban areas. For secondary schools the percentage increase is 14.98% and 18.94% and for higher secondary schools is 236.48% and 166.99%.

The number of partly pucca schools decreased in 1997. The primary schools with partly pucca buildings in rural areas decreased from 300 in 1992 to 185 in 1997 showing a decrease of 38.3% and in urban areas from 26 to 21 showing a decrease of 19.23%. The upper primary and secondary schools with partly pucca building decreased in rural areas while urban areas they showed an increasing trend. Higher secondary schools with partly pucca buildings in both rural and urban areas increased.

Primary and upper primary schools with kachcha buildings increased in rural and urban areas as well. While primary schools increased from 21 to 40 showing 90% increase secondary schools increased from 1 to 7 showing 600% increase. With more buildings coming up schools in open spaces decreased. The percentage decrease in number of primary schools in open spaces is 62.72% and for upper primary schools is 95.45%. No schools of secondary and higher secondary level are run in open spaces.
Fig. 1.4
GROWTH OF RECOGNISED SCHOOLS IN HARYANA

The above figure 1.4 shows the growth of schools in Haryana. There were 4447 primary schools in 1966 which rose to a total of 5474 primary schools in 1996. There were 737 middle schools in 1966 which went up to a total of 1499 middle schools in 1996. There were 597 higher secondary schools in 1966 which touched to a total of 2998 secondary schools in 1996.

REVIEW OF LITERATURE:

Education plays a pivotal role in the development and progress of country and hence emerged as core area of interest for study and research.

I. Concern in New Nations: Case in India

Continuous concern of Third World Countries about education in their societies is exemplified well by India. Govt. of India has exhibited concern for education in pre as well as post independence period. Important landmarks in the series of governmental probes in the field of education have been:

The pre independence report of Macaulay Minutes on Education (1833)\textsuperscript{12} in which it was suggested that the amount to be spent on education be enhanced.

Another is Educational Dispatch of 1854\textsuperscript{13} which is also called Megna Carta of English Education in India and which removed the prevailing defects of existing educational system. It initiated the system of grants-in-aid to private schools, which resulted in tremendous increase in the number of private schools.

In 1882 Hunter Commission\textsuperscript{14} was appointed to review the progress of education which laid special emphasis on primary education and girl education.
In 1928 Hartog Committee\textsuperscript{15} reviewed the educational progress and drew the attention of authorities to the problems of stagnation, leakage and wastage, disparity in literacy between men and women, high percentage of failure at matric level etc.

In 1938 the National Planning Committee\textsuperscript{16} tried to formulate a plan for educational development, but due to political upheavals in the country during the early forties the work could not be completed.

After independence with the adoption of the welfare state ideal by the Govt. of India and the concept of planned national development, the number of official studies multiplied. Distinguished among the specialised studies are:

The report of the Committee on the Ways and Means of Financing Educational Development in India (1948)\textsuperscript{17} which was set up to examine the existing financial resources and the programmes for educational development for all provinces and states and to make suggestions and ensure that the educational development may not be held for want of funds. The committee recommended the Govt. may enact suitable legislation for ensuring that an adequate percentage of the income of all charitable trusts is allocated for expenditure on education and a fixed percentage of cultural and provincial revenues (about 10\% of the central and 20\% of the provincial) should be earmarked for secondary education by the respective Govts.

Another is report of Secondary Education Commission (1952-53)\textsuperscript{18} which presented recommendations on almost all the aspects of secondary
education. One of the most important proposal made by the commission is that under the new organisational structure of education, secondary education should commence after a five year period of primary education and should include the middle stage of 3 years and the higher secondary stage of 4 years. This recommendation was accepted with certain modifications by CABE in 1953 and in result a scheme of higher secondary education was launched all over India.

This committee was the first one which recommended that the library should be made one of the most attractive place in the school and should be adequately supplied with properly selected books and periodicals.

The report submitted by Kothari Commission (1964-66) is a landmark in the history of reforms of education. This document helped in reviewing and reshaping the education system and enabled it to meet the challenges of the future. The report made recommendations which provided inbuilt flexibility in the system of education and were based on an instructional fact that education in India should be in coherence with Indian culture.

According to the report Indian education needs a drastic reconstruction. It suggested that we have to bring major improvement in the effectiveness of primary education, introduce work experience, vocationalise secondary education, improve the quality of teachers at all levels and provide teacher in sufficient strength and liquidate literacy.

In 1983, two National Commissions on Teachers were set up by the Ministry of education to provoke into every aspect relating to teaching
community which included their pay, allowances, training, refresher courses etc.

National Policy of Education (1986)\textsuperscript{21} was a golden page in the book of Indian Education. This policy totally changed the education scenario and launched innovative educational programmes contributing towards the human resource development. The policy put forth 23 task forces each of which was allocated an individual subject some of which include adult education, higher education, vocationalisation etc.

Ramamurti Committee on NPE 1986 (1990)\textsuperscript{22} was appointed to review NPE and to recommend action necessary for implementation of the revised policy within a specified time frame. It suggested that the Govt. provide for atleast 6 per cent of the GNP for education to achieve the target.

With a view to implement NPE 'A Programme of Action' was prepared. The POA (1992)\textsuperscript{23} envisaged establishing a Navodaya Vidyalaya in each district before the end of 7th Five Year Plan. But this objective could not be achieved for lack of sufficient resources. Another major reforms undertaken by the POA was Operation Blackboard whose objective was to achieve the target of Universalisation of Elementary Education. But due to lack of resources this also failed to meet the established targets.

In 1992, Yashpal Committee\textsuperscript{24} was made to advise on the ways and means to reduce the burden on the school child. The findings of the committee bought to fore the fact that on an average the weight of the
school bag in primary classes of public school is more than 4 kgs. Whereas it is merely 1 Kg in ordinary schools. Secondly, it is brought to notice that 'a lot is taught and little is learnt or understood'. Hence the load of non learning or non comprehension is more than the actual learning and understanding. These facts were further emphasised by the Yashpal Committee which suggested that 'text book should be treated as school property' in order to save children from carrying heavy bags to and from school.

These reports have proved to be a turning point in the education system and have accelerated the all round development of students rather than just increasing conceptual knowledge of subjects without actual practical notion formulation.

II. Studies by International Bodies and Institutions:

The NPE in India falls in line with national and international goals in the educational arena. Various International Bodies and Institutions have also undertaken studies in the field and have helped to evaluate the efficiency of various recommendations made by governmental organisations. Some of prime institutions and bodies are NIEPA, NCERT, UNICEF, UNESCO etc.

Asian Institute of Educational Planning and Administration (1970) conducted a national seminar on the Role, Functions, Recruitment and Training of District Education Officers and reported that besides the traditional role which the District Education Officer is required to perform as administrator and inspector, it is necessary to emphasis his new role
as educator and supervisor as professional leader and innovator, as developmental generalist and planner and as an extension agent and bridge builder between the school and the community.

NIEPA (1988)\textsuperscript{26} conducted a study to ascertain the norms of teacher pupil ratio as prescribed by the state Govts. against as observed in the actual situation in the country. It found that the various educational institutions provided serious lapses in the proposed norms and hence suggested that Govt. should play an instrumental role in the maintenance of these prescribed norms. Strident action should be taken against the institutions violating the policies.

UNESCO (1989)\textsuperscript{27} in its international report 'School and Quality' discussed various organisational factors which could effect the quality of the service offered in virtually all school systems. These included size of teacher pupil ratio, time spent on task, length of school day and year, leadership and management structure and styles, use of information technologies in schools and classrooms. It was observed that these factors are largely controlled by educational authorities rather than schools themselves. In other words, they could be manipulated if there was a will to do so and if the appropriate financial resources were made available.

NIEPA (1996)\textsuperscript{28} conducted a conference on performing School Education which observed that India is passing through a phase of structural adjustment wherein the role of state will gradually reduce. The decentralisation of administration functions will lead to reduction in the
role of state in influencing day to day management of the system. It however suggested that an effective monitoring system will be required to measure the progress and identify the issues that might require actions at the district/state level.

In addition to the seminars and studies conducted by international institutions a number of project have also been undertaken in cooperation with these bodies. Some of these include.

Primary Education Curriculum Renewal (PECR)\textsuperscript{29} which has been taken up by Indian Govt. with the assistance of UNICEF which aims at developing such curricula that are relevant to the child's environment and life style.

Another project taken up with UNICEF assistance is Developmental Activities in Community Education and Participation (DACEP)\textsuperscript{30}. Under the project efforts have been made to develop and test new types of educational needs of pre-school and out of school children, young girls and women in selected communities and to increase the participation of the communities in formal and non formal education systems.

Two other projects undertaken with UNICEF aid are Children Media Laboratory (CML)\textsuperscript{31} and Early Childhood Education (ECE)\textsuperscript{32}. Under the CML project simple inexpensive modules of education and entertainment value for children in the pre-primary group have been developed. The ECE project envisages training programmes for teachers, educators and orientation courses for state level resource personnel, besides development of relevant entertaining materials and literature.
III. Scholastic Contribution:

It is obvious from the above account that institutional efforts have yielded worthwhile results. Still it is realized that they have certain inherent limitations and cannot be a substitute for the virility and creativity of individual scholars. Fortunately the emerging field of school education has proved to be tantalizing for a galaxy of Indian and Western Scholars.

Kochhar S.K. (1955) advocates that in India the curriculum is looked upon as material for intellectual exercise and there is very little emphasis on value of studies for personal development and on the relation of intellectual accomplishments to the child's social responsibility and demands to make curriculum child oriented.

Menon T.K.N. (1961) writes the psychological impact on the student of the teaching methods used has to be assessed. He also emphasises the need to look at a broad spectrum of things, if the teaching learning process is to be improved; namely content, method, the self picture of students, and the expectation level in which teacher and students are working together.

According to Singhal R.P. (1963) educational system in our country suffers from chronic isolation. There is no interaction or co-operation between schools in even one locality. So the surplus physical and human resources belonging to one institution may go waste but are not shared with other institutions.

Sarkar Subhash (1978) emphasises that the nature, content and
quality of curriculum are of utmost importance. Till recently, school curriculum in India was totally subject oriented with no relation to real life problems but now greater stress is being laid on a functional curriculum. A blend of old subjects and the new problem solving approach leads to the development of human skills, intellectual, emotional and vocational aspects of character.

Misra R.G. (1979) while writing about external examination portrays that the anonymity attribute of external examinations strikes at the very root of the education process and since anonymity is the hallmark of this evaluation process, it tends to colour the entire teaching learning process in the school. The ends justify the means and so long as good results are achieved there is no worry as to how they are achieved. This results in the introduction of all the fair and foul practices in the educational process to produce the good performance in the answer book.

Naik (1982) conducted a study on leadership behaviour of principal and found that there was no significant relationship between the twelve dimensions of LBDQ and the experience of headmasters; teachers' morale, type, area or size of schools.

Miller (1984) conducted a study to examine the relationship between teacher job satisfaction and actual and desired participation in the decision making process. The study revealed that a significant relationship did exist between teacher's job satisfaction and actual and desired participation in decision making. It was also found that relationship between teacher job satisfaction on both the actual and desired
scales differed significantly for grade structure of the school.

Lofland (1985)\textsuperscript{40} carried a study to investigate the relationship between the established organizational climate and job satisfaction levels of teachers in the District of Columbia Public Schools. The study revealed that the type of organizational climate was significant and there was significant relationship between job satisfaction and organizational climate.

Shrinivasan Anand P. (1987)\textsuperscript{41} delves upon the question "why students do not learn what the teachers teach them?". He says that a probable answer to this question lies with our method of teaching which limits the studies only to the prescribed curriculum. Students are deprived of the excitement of novel methods of learning and exploring new topics. He further suggests that there is a lack of practicality in our course curriculum.

Blank (1987)\textsuperscript{42} studied the leadership behaviour of principals and found that most of the principals in urban high schools provide a high degree of leadership in only a few areas, viz. instructional improvement and innovative staff development, involving staff in planning, seeking district or community support or researches for development.

Munshi (1989)\textsuperscript{43} discussed the leadership style of principal and stated that there were differences between the teacher's and the principal's perceptions of leadership behaviour in that teachers were more critical of principals than principals were of themselves.

Singh H.S. (1991)\textsuperscript{44} discusses the parent teacher relation. He writes
that not only in India, but elsewhere also, parents find it very difficult to meet the Principal of the school. It is remarked that "It is easier to meet the President of India than the Principal". He cites various reasons for it. One being that the parents have no knowledge of how to approach the school and no confidence in being successful if they do. Another being that there is no regular system for contact of parents with the teacher and the Principal.

Majumdar Manabi (1995)\textsuperscript{45} portrays that the reality of schooling system in many, though not all, Indian villages is down right terrible. The schools are hardly functioning with low teacher pupil ratio, teacher absenteeism, lack of adequate training facilities for teachers, lack of accountability in the school system, and poor quality of basic facilities and teaching material. Goals and policies are laid down, numerous discussions ensue but these basic problems remain unnoticed and unsolved.

Rao Digmurti Bhaskara (1996)\textsuperscript{46} in one of his educational research findings says that achievement is related to time on task. While there is considerable variation between countries and schools, the official school calendars provide for an average of 880 hours of instruction per year. The number of hours that pupil actually receives is often a good deal less.

In rural schools in many countries, the actual school year begins later and ends earlier than officially required. In addition, there are unscheduled closing because of the absence of teachers, bad weather and
other disruptions. Finally, instruction time is further reduced by poor attendance and habitual tardiness. As a result, the actual number of hours of instructions many pupil receive may not exceed 500.

STATEMENT OF THE PROBLEM

Haryana, a newly developed state came into existence in 1966. Since then the government has been establishing educational services giving it the top priority. With the help of positive contribution from the community, various type of private, local body, government, government aided schools are being opened in the state at urban and rural level. But in a brief survey, it was found that their quality is not up to the mark. The following problems have been existing since the creation of the state e.g. lack of teachers, high teacher-pupil ratio, lack of infrastructure, supervision done by education officers is not satisfactory, district education staff is over burdened etc. So, there is need to take some research studies which can help to improve the school administration in Haryana. We have already mentioned the research work done in this field in review of literature. But no serious attempt has been made so far to understand the problems of school administration in newly created district i.e. Kaithal.

Thus, a modest attempt has been made to realise, "School Administration in Haryana with special reference to district Kaithal" and to suggest remedies.

OBJECTIVES OF THE STUDY

A review of existing literature shows that no scientific and systematic
study of school administration involving the problems of district education officers, principal's leadership behaviour, teacher's job satisfaction and other day to day problems of schools has ever been undertaken. An effort has therefore been made to analyse the genesis of school education in Haryana, its progress, historical and legal aspects and growth along with the main issues concerning the day to day administration of the schools here.

The objectives of the present study are:

1. To study the problems faced by education officers at directorate and district level regarding school administration.
2. To study the leadership behaviour of the principals in context of school administration.
3. To study the teacher's job satisfaction attitude.
4. To study the day to day administrative problems faced by the schools of District Kaithal.

HYPOTHESIS OF THE STUDY

The present study is an attempt to test the following hypothesis:

1. Delegation of powers between Directorate and district level officers is satisfactory.
2. Number of schools to be supervised annually by District Education Officer is too high to obtain desirable results.
3. There is a significant variation between the ideal, actual and self perceived leadership styles of the principal.
4. The quality of leadership styles of the principal correlates with his/her administrative experience, teaching experience, qualification, sex and age.

5. Teachers working in different types of schools are satisfied with their job and working conditions.

6. Implementation of Education Policy cause many bottlenecks in day to day administration of the schools.

SCOPE OF THE STUDY

The area of study discusses the administration of school education in all types of schools viz.

1. Government schools, run and fully aided by Haryana Government and recognised by H.B.S.E.

2. Schools run by private management, getting aid of 95% from Haryana Government and recognised by H.B.S.E.

3. Schools run by private management, unaided and recognised by H.B.S.E or C.B.S.E.

4. Schools situated in urban/ rural areas.

5. Schools having English/ Hindi Medium.

It is further proposed to undertake a case study of school administration with special reference to District Kaithal for the reason mentioned below:

1. Kaithal and its neighbouring town Pundri have been centres of education since long. Even when there were no schools for miles together, not to talk of high schools or middle schools in the whole
area of Kaithal tehsil, the biggest in the Punjab of 1947, Pundri and Kaithal had high standard schools, run by private management like that of Hindu Senior Secondary School, Kaithal and Arya Senior Secondary School Pundri.

2. Hindu Senior Secondary School established 1912 and Arya Higher Secondary School are the oldest schools of undivided Punjab.

3. In recent past, schools of repute recognised by C.B.S.E. like D.A.V., Indira Gandhi Public School, Satluj Public School have come up at Kaithal to give quality competition to schools recognised by H.B.S.E.

4. Kaithal is selected as one of primary districts of the project DPEP aided by World Bank to promote primary education.

5. Out of the total literates in Haryana in 1991, Kaithal had the lowest figure only 3.81 percent of total literates.⁴⁷

Kaithal district thus provides a field quite proper for this research as number and kind of institutions here help the researcher to find the cause of lower performance of government schools, aided schools recognised by H.B.S.E. in Haryana in comparison to private schools recognised by H.B.S.E. and C.B.S.E.

RESEARCH METHODOLOGY

Information required for the study has been obtained through a variety of sources which can be grouped under the following heads:

A. Review of Literature

Before collecting of data from primary and secondary sources an
attempt is made to review the existing literature on this subject.

B. Primary Data

With a view to obtain the desired data, efforts comprise questionnaires, observations, participation, group discussions, interviews etc. The field investigations aim at collection of data as well as making an on the spot study of working of schools and finding out constraints (like management interference) and also collecting other relevant information useful for the study. Hence, field work involved visits to sampled schools in selected villages of district Kaithal, interviews with the sampled education officers, principals and teachers.

Besides, Questionnaires were got filled from the above said persons to have a better view of school education in Kaithal district of Haryana.

i) Questionnaire for Principal of Schools

There are two separate questionnaires administered on the principals of different schools

a) A questionnaire is administered for principals of senior secondary schools to see their self perceived leadership style in the school. (Annexure-I)

Random technique was used for selection of principals. Total 100 principals were selected from the schools of District Kaithal.

b) Another questionnaire was performed on the principals in which they have to reply on the behalf of their schools the problems
they are facing in the day to day administration of the schools. 

(Annexure-IX)

Random sampling was done to select 50 principals from different schools irrespective of medium, locality, sex, age etc.

ii) **Questionnaire for Teachers**

There are three separate questionnaires administered on teachers of different schools from district Kaithal.

a) No system of education can rise above the level of its teachers. Without good teachers even the best of system is bound to fail and with good teachers even the defects of the system can be largely overcome. Teachers are called nation builders but now a days that national builder is not capable to build a house for himself. Thus a questionnaire throwing lights on their financial and administrative problems and their job satisfaction is made. *(Annexure-VIII)*

In order to find teacher's job satisfaction level total 200 teachers are selected through random sampling from the schools of district Kaithal.

b) In another questionnaire they have viewed about actual behaviour of the school principals. *(Annexure-II)*

Total 100 teachers were selected through random sampling to respond the questionnaire.

c) In order to see how teachers perceive the leadership behaviour of principals the questionnaire is filled by the teachers. In one
questionnaire they have talked about the ideal leadership behaviour of the principals. (Annexure-III)

C. SECONDARY DATA

For the collection of secondary data the administrative reports, government publications (Central & State both), office files and records have been studied and used.

FINANCIAL & STATISTICAL TOOLS

Ratio analyses, percentage and various statistical tools like averages, means, median, skewness, kurtosis and t ratio have been applied to analyse the primary and secondary data to obtain the desired results.

LIMITATIONS OF THE STUDY

The present study is subject to certain limitations such as that the records and documents in the offices of the certain schools undertaken for the study have neither been completed nor maintained. Moreover, some of the records and documents have been treated confidential especially in regard to financial matters. It deprived the researcher to get some significant and relevant data concerning the study.

Under the present study, the primary data which has been used is based on responses to questions on personal opinion and attitudes of people. It is further subject to the limitation and bias.

One of the constraint has been the reluctance of teachers working under the privately managed schools to speak frankly and
fairly and reluctance on the part of management to allow them to respond freely and privately to the enquiries made from them. In some cases, this type of reluctance has also been explained to be due to the pressure of work, while in others, it has been stated to be a matter of policy.

DESIGN OF THE STUDY

The plan of the chapterisation of the present study has been divided in seven parts as follows:

CHAPTER 1: INTRODUCTION & RESEARCH DESIGN

Importance of Education is discussed here while stating the main problem why this research has been undertaken? Research Design includes Objectives, Hypothesis, Scope, Research Methodology, Review of Literature, Limitations of the study and chapter outline etc.

CHAPTER 2: EVOLUTION OF SCHOOL EDUCATION

This chapter presents the historical background of the development and growth of education in India and Haryana. It also highlights the policy and programmes of various Commissions and Committees needed for the development of education in the country.

CHAPTER 3: SCHOOL ADMINISTRATION (STRUCTURE)

In this chapter a detailed study of organisational and administrative structure of school administration at the State level, Secretariat level,
Directorate level and district level in Haryana has been made. Views of Education Officers at District level (Kaithal) regarding the problems of School Administration have also been sought here.

CHAPTER 4 : THE CHIEF EXECUTIVE/ PRINCIPAL IN SCHOOL

In this chapter the leadership behaviour of the principal is discussed. There are three aspects of leadership behaviour i.e. actual, ideal and self perceived. All three aspects are dealt with individually in detail here.

CHAPTER 5 : TEACHERS JOB SATISFACTION

This chapter has been designed to analyse the teachers' attitude towards their job. If teachers do not have job satisfaction it is difficult to produce satisfied students. Thus this chapter throws light on the various aspects of job satisfaction of teachers.

CHAPTER 6 : PROBLEMS OF SCHOOL ADMINISTRATION

This chapter deals with the basic problems common to all schools. A study of different schools of Kaithal district has been undertaken to see the difficulties arising in the day to day administration of the schools.

CHAPTER-7 CONCLUSIONS AND SUGGESTIONS

This chapter provides an inference of the whole thesis. This includes a brief survey of all the chapters highlighting their main problems and points of discussion. This gives an insight into the entire work. All important suggestions emerging out of this study have been mentioned. It concludes
with the analysis of this research study, its utility and limitations and suggestions for the effective working of schools in Haryana.

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