

Education in Haryana: Present Scenario, Initiations taken by State Government, Challenges and Suggestions

Dr. Sunil Kumar
Deptt. Of Public Admn.
NET in Education
H.No.-414 Sector-4 Rtk

Introduction

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through autodidacticism (Dewey, 1916/1944). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education contributes to the individual's well being as well as the overall development of the country. Thus, the importance of education can't be ignored.

Haryana has seen a tremendous change in last few decades. Haryana came into existence in 1996 as a deprived and underdeveloped state. The efforts of the people of the State and the Govt. have led to a stage, where Haryana has the distinction of having the third highest per capita income. Haryana has made commendable progress in many areas including education front. The life expectancy and per capita income of the state have risen considerably. Literacy rate in Haryana has seen upward trend and is 76.64 percent as per 2011 population census. Of that, male literacy stands at 85.38 percent while female literacy is at 66.77 percent. In 2001, literacy rate in Haryana stood at 67.91 percent of which male and female were 76.10 percent and 59.61 percent literate respectively. In actual numbers, total literates in Haryana stands at 16,904,324 of which males were 9,991,838 and females were 6,912,486. This has to be viewed in the context of the fact that in 1966 at the time of reorganization the State's literacy rate (19.92%, Census 1961) was lower than the national average (27.76%, Census 1961).

Haryana Educational statistics

Despite the major strides made by Haryana, the State ranks among the lowest in the country in many of the human development indicators. For instance, the birth rate in the State remains higher than the national average and far above the replacement level. During 2001-2011 the sex ratio between males and females has gone down from 861 to 877 and is the lowest in the

country. Although, the enrolment of girls has improved since the inception of the state, yet it remains low. The drop-out rate among girls in the elementary stage is high and the percentage of girls going for education at the secondary and college stage is low. The following table shows the gross enrollment ratio, drop-outs, school education and higher education institutes:

Table 1: Gross Enrollment Ratio in Haryana

Classes	Year	Boys	Girls	Total
I-V	6-11	88.56	92.00	90.10
VI-VIII	11-14	77.34	80.64	78.86
I-VIII	6-14	84.31	87.58	85.79

(Sources: Statistics of School Education- 2009-10)

Table 2: Drop-outs in Haryana

Classes	Year	Boys	Girls	Total
I-V	6-11	-1.13	-2.24	-1.64
VI-VIII	11-14	19.59	8.10	14.37
I-VIII	6-14	20.17	19.46	19.84

(Sources: Statistics of School Education- 2009-10)

Table 3: School Education Institutes

Board of School Education	Higher Secondary Schools	High Schools	Middle School	Primary Schools	Pre-Primary School
1	3278	3493	3439	13073	17

(Sources: Statistics of School Education- 2009-10)

Table 4: Higher Education Institutes

Colleges for General Education	Colleges for Professional Education	Research Institutes	Universities/ Institute of National Importance	Polytechnic Institutes
179	520	50	24	32

(Sources: Statistics of School Education- 2009-10)

Initiations Taken by Haryana Government on Educational Front till Date

The primary focus of the State Government is to provide quality and need based education to all. The higher education sector in the State is to respond to the dynamic changes happening all over the globe. A market driven approach, adopting emerging technologies, effective fund raising and

deployment backed by the right policy framework by the Government is key to boost the higher education sector. There are some initiations taken by Haryana government mentioned in economic survey of Haryana (2011-12):

- The State Government is providing educational facilities within a minimum distance (radius) to children. Now educational facilities are available within a radius of 1.52 Km. and 2.28 Km. for High and Senior Secondary Schools respectively in the year 2011-12.
- The Government has enacted “Right of Children to Free and Compulsory Education Act, 2009” and has framed Haryana Right of Children to Free and Compulsory Education Rules, 2011 to ensure that every child of the age of 6-14 years shall have a right to free and compulsory education in a neighborhood school till the completion of elementary education.
- Under a Centrally Sponsored Scheme, 36 Aarohi schools have been opened. These have been established in Educationally Backward Blocks with an objective of ensuring availability of quality education to the children of farming community in rural areas and also to improve the delivery of Science/Math/Commerce Education in rural areas.
- Pilot Project of National Vocational Education Qualification Framework (NVEQF) scheme has been approved for 40 schools. About 6,000 students are likely to be benefited under the scheme. This will increase the employability of graduating students and build a trained work force to promote growth. An amount of 2,726.68 lakh is proposed to be spent including Government of India's share of 2,329.88 lakh.
- A centrally sponsored scheme “Saakshar Bharat” was launched in the year 2009. Under this scheme, the expenditure is shared between the Government of India and State Government in the ratio of 75:25.
- Under Rajiv Gandhi Scholarship Scheme for excellent students (1st to 12th), 330 lakh have been sanctioned during the year 2011-12. Free textbooks and workbooks have been provided to all children studying in classes I to VIII.
- An amount of 125.35 crore have been sanctioned under Cash Award Scheme for Scheduled Caste students studying in Classes I to XII. An amount of 44.89 crore under "Monthly Stipend Scheme for BPL students and 119.06 crore under Monthly Stipend Scheme for BC-A students and an amount of 223.30 crore under Monthly Stipend Scheme for SC students studying in Classes I to XII have been sanctioned during the year 2011-12.

- An amount of 17 crore have been released to Primary and Upper Primary schools for repair and maintenance of schools during the year 2011-12 and 500 lakh on Plan side and 1,700 lakh on Non-Plan side has been provided for construction/repair of buildings of Government Senior Secondary and High schools. Mid-day-Meal Programme has been in operation in 9,449 Primary and 5,432 Upper Primary schools covering 14.50 lakh students of Primary and 7 lakh students of Upper Primary schools.
- The Haryana School Shiksha Pariyojna Parishad is implementing Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the State. It aims to provide useful and relevant education to all children in the 6-14 age groups. Presently, the sharing pattern of Centre and State is in the ratio of 65:35.
- During the year, approval of opening of 8 new Primary schools and upgradation of existing 49 Primary school to Upper Primary level has been given. The construction of 3,948 additional classrooms, 2,695 Head Master rooms, 632 separate girl toilets, electrification of 597 schools, 167 drinking water facility, 1,55,806 boundary walls and 2,698 barrier free elements & ramps have been taken up.
- The girls, SC & Minority children are being granted various incentives such as free text books, bicycles, transportation facilities, hobby/vocational and life skill development trainings, excursion tours, yoga and self defence trainings etc. for the deprived children of different categories. Bicycles have been distributed to all eligible girl students of 6th to 8th class.
- Till 31st July- 2011, 46918 children were enrolled in 1,688 Bhattapathshala. To address the problems of children of migratory labour in the State at bhattas, construction sites and stone crushers, worksite schools have been set up with the help of voluntary agencies. Nearly 33,000 children of migratory workers shall be benefited by this intervention.
- National Programme for Education of Girls at Elementary Level (NPEGEL) is being implemented in 31 Educationally Backward Blocks (EBBs) spread over in 10 districts of the State where the rural female literacy is less than National average and gender gap is above National level. Various interventions for the promotion of girls' education and other programmes under NPEGEL were carried out through 393 Model Cluster schools functional in these 31 Economical Backward Blocks (EBBs).
- To universalize access to school and improve quality of education at Secondary level for all boys and girls in the age group of 14-18 years, a centrally sponsored scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been implemented. The Secondary and Sr.

Secondary schools will be set up within a radius of 5 Km. and 100 percent enrolment will be ensured by the year, 2017 and universal retention by the year, 2020. The funding pattern is 75:25 between Centre and State during 11th Five Year Plan and will be 50:50 during 12th Five Year Plan.

- In order to provide quality education 2 new Govt. colleges have been opened during 2011-12. The total budget for higher education has been increased from 760 crore in 2010-11 to 892.61 crore in 2011-12. Higher Education Council has been constituted under the Chairmanship of the Chief Minister with the objective to advise Government on policy issues pertaining to higher education particularly on innovations and reforms in higher education. 6 Private Universities have been established in the State under Haryana Private Universities, Act 2006.
- The first University exclusively for Women in North India has been established in district Sonapat.
- Distance Education has made rapid strides in taking education to the doorsteps of the masses at affordable cost.
- There are now 80 Govt. colleges running in the State and students are getting higher Education in Arts, Commerce and Science streams. In addition to this, Job Oriented Courses have been started in 37 Govt. Colleges.
- In the State, reforms have been brought about in education sector by implementing semester system in all UG and PG courses, restructuring of examination system, revision of syllabi, introduction of internal evaluation system, introduction of job oriented courses in 47 Govt. colleges, implementation of compulsory computer education in 74 Govt. colleges and setting up of language labs and smart class rooms in 25 Govt. colleges of the State.
- Govt. has given high priority to welfare of SC and BC students and accordingly has allocated 43.69 crore for welfare of SC and BC students under various scholarship schemes. Also, for providing facilities and incentives to students, a large number of welfare schemes have been worked out like Earn While You Learn, Tours & Excursions, Human Resource Development, Sports Promotion Scheme and setting up of Placement Cells in all Govt. colleges of the State.
- The EDUSAT project has been implemented in 66 Government colleges and 43 privately managed Govt. aided colleges in the State. Initially EDUSAT was introduced for B.A.,

B.Sc. B.Com. final year student but from the year 2009-10 EDUSAT programme has been introduced for B.A., B.Sc. & B.Com 1st year student.

- The State Govt. has decided to set up Rajiv Gandhi Education City (RGEC) at Kundli (Sonapat), which would act as a HUB for higher learning and centre for a research in cutting edge technologies such as Nanotechnology, Biotechnology and Genetics etc. The development works in the University are in full swing. The University envisages development works of approximately 11 thousand million out of which work worth 280 million stands commenced.
- The Haryana Private Universities Act, 2006 has been enacted.
- In order to empower female students and to bring out the latent talent of the girls, Empowerment of Female Students scheme was started in the year 2005-06. Under this scheme, Women Cells have been established in all Govt. Colleges of the State to organize various activities to bring awareness in students on gender related issues. Budget worth 50 lakh has been sanctioned for the year 2011-12 for this purpose.
- With a view to improve the standards of sports and to raise the participation of students in State/National and International Sports, Sports Promotion scheme was started in the year 2005-06. This scheme also provides help to the students to prepare themselves for the games being played in Olympics. Budget worth 150 lakh has been sanctioned for the year 2011-12 for this purpose.
- The compulsory computer education was started from the year 2010-11 in all the Govt. colleges of the State of all 1st year students of non-IT faculties. A total of 15 smart class rooms, purchase of 325 hindi software and establishment of 25 english language lab in 25 Govt. College of Excellence has been completed in 2010-11.
- The Post Matric Scholarship scheme for the students belonging to Scheduled Caste/Scheduled Tribes was instituted by the Govt. of India to provide financial assistance to the SC/ST students studying at post matriculation stage to enable them to complete their education. The students whose parents/guardians annual income is 1 lakh or below are given scholarships in the range of 140 p.m. to 510 p.m. including reimbursement of maintenance allowance, tuition fee, exam fee and other funds.
- An another scheme for providing books to SC students of Govt. colleges was started from the year 2008-09. Under this scheme, an amount of 2,000 per annum for purchasing books is given to the deserving SC students. The payment has been made through

electronic transaction. During the current year 28,077 students benefited under this scheme.

- A scheme of Post Matriculation Scholarship to promote education among students of Haryana domicile belonging to Backward Classes was instituted by Govt. of India. This scheme provides a stipend and reimbursement of tuition fee and examination fee to those BC students whose parent's/guardians annual income from all sources is 1 lakh. At present as per the guidelines of the Social Welfare Department, the eligible students are given only maintenance allowance.
- The Merit Scholarship to under Graduate girl students have been introduced from the year 2005-06. The main objective of the scheme is to enable meritorious girl students of the state to pursue higher education. The 10 topper girl students who after passing 10+2 class with at least 60 percent marks and studying in any Govt. institution pursuing general degree courses are awarded under the scheme. The amount of the scholarship awarded is 3,000 per college per student annually. During the current year, 780 students benefited under this scheme.
- Placement Cells have been constituted in all the Govt. Colleges under the supervision of the Principal and Senior-most Lecturers of the college. Budget worth 50 lakh has been sanctioned for the year 2011-12 for this purpose. For the first time in the history of State 4 Government Sponsored Placement Fairs were organized at 4 Division level Government colleges of the State for final year students. About 750 students were offered placements and about 22 companies of repute participated in the fairs.

Challenges

- Although the percentage of girls getting enrolled in the schools has gone up in the last three decades, yet the drop-out rate among them remains high. The number of girls going for higher or professional education is still very small.
- After having reached a satisfactory degree of universalisation of elementary education, the State is facing hurdles about the quality of education. Whereas the content of what is taught is important, equally important is the efficacy of the delivery system and the teaching technologies. Effective management of education to ensure optimum returns is therefore an area to be urgently addressed.
- On the economic front government faces the challenges regarding the financing the education. Examples from other developing countries have shown that the growth of the economy is directly related to the educational levels. The growth rate of economy in

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

- In the field of higher education, the private initiative is certainly greater as there are more private colleges than government colleges. Yet, over a period of time the dependence of the private institutions on government resources has increased to an extent where 95% of the deficit of private colleges is being met by the state exchequer. If we are to encourage private initiative in higher education, then it would be appropriate to devise methods and systems whereby the coverage of these institutions increases without accompanying additional expenditure on the state exchequer.
- Major technological advances especially in the field of information technology also play a major hurdle regarding the education. The liberalized economic environment in the country since 1991 has made India porous to the new developments in the outside world. Severe competition is emerging in the industrial world. Continuous innovation is the key to competitive advantage in the modern world of trade and commerce, making rapid obsolescence of skills a major challenge. In such an emerging environment education needs to be made more relevant to the environment. There is a strong thrust to generate in the field of vocationalisation of education and introduction of courses aimed at imparting the required skills including Information Technology. The problem of rapid obsolescence of skills would have to be additionally addressed through programmes of Continuing Education.
- In view of new areas of concern having evolved over the last few years in the State of Haryana, it has been felt that there is a need to reorient the thrust of education policy. It has been the endeavour of the State Govt. to involve policy makers, educational administrators, academicians and other stakeholders in the process of setting the educational agenda.

- The State Govt. also faces challenges in implementing the Universalisation of Elementary Education.

Suggestions

There are some suggestions which give insight into easy access and quality of education:

- The State should elicit active participation of Village Education Committees, Mother Teacher Associations, Parent Teacher Associations in management of education.
- The State should promote NGOs to play a key role in the qualitative and quantitative expansion of education.
- The State should focus on reducing disparities based on gender, region, class, category including children of special focus groups etc. which allows and encourages children including girls, special and challenged children to develop their full potential and contribute to the nation's growth.
- Recognizing the central role of teachers in education, the State should repose its full faith and trust in teachers and will support them in improving their knowledge and skills in pedagogy and child- oriented learning. With a view to keeping abreast the teachers with the latest developments in education and to upgrade their professional skills at regular intervals, the existing training programmes will be further strengthened besides, introducing preinduction training for both school and college teachers.
- The State should endeavor to reorient the educational system so as to make it holistic, qualitative, socially and economically productive and relevant to the fast changing socioeconomic environment. Emphasis would be laid on acquisition of relevant knowledge, skills and values and their application to real life situations.
- The State should take effective steps to minimize wastages and enhance productivity in education, efficient management of resources, review of teaching methodologies, updation of course curriculum, review of evaluation system etc.
- Education should be merit driven. Recruitments / appointments, promotions, postings, transfers, deployments should all be based on merit alone within the overall frame work of the state policy.
- The State should strengthen the teacher-institution link and discourage dislocations.
- The State should introduce computer education at school and college levels to translate into action the I.T. policy.
- Keeping in view the demands of globalization of economy and advent of information technology, the State Govt. should endeavor to link education with the world at work and

would help in the multi-dimensional growth of all sections of the society. The State Govt. should accord priority to the introduction of vocational, I.T., technical, need-based courses in higher education.

- As a step towards removal of rural-urban disparities among students at the elementary level and to equip them with the necessary linguistics skills, English should be introduced in all primary schools from class I.
- The State Govt. should lay emphasis on consolidation/optimum utilization of existing infrastructure/facilities in education, quality improvement, education mapping and conferment of autonomous status to deserving institutions of higher education.
- For policy planning, coordination as also for maintaining academic standards in higher education, the State Govt. should endeavor to establish the State Council for Higher Education as a statutory body.
- With a view to providing necessary freedom for innovation and creating a climate to meet futuristic demands, the State Govt. should encourage private investment, self-financing in higher education.
- Suitable mechanisms for enhancing accountability at all levels should be evolved and adherence to a code of professional ethics enforced.
- The State Govt. should endeavor to bring about certain changes in the management structure of higher education with a view to having close linkages between primary, middle, secondary, senior secondary and higher education.
- Reforms in examination and evaluation system are a continuous process. Fast changing education scenario also poses a challenge for higher education necessitating periodic review of courses, curriculum, examination etc. The State Govt. should advise the State Universities to have an inbuilt mechanism to address these areas.
- The State should endeavor to make NCC, NSS, sports, value education, environmental education, yoga, scouting etc. as an integral part of institutional activities.
- With a view to augmenting opportunities for education, ensuring access at door step to different sections of the society, bringing flexibility and making education a life long process, the State Govt. should endeavor to encourage/strengthen existing facilities in distance/open-learning systems.
- The state should endeavor to make the curriculum relevant to the changing socio-economic environment and strengthen the vocational education at the 10+2 level. In addition the State should consider introduction of relevant subjects like Agriculture,

Home Science, Animal Husbandry and other socially productive areas as compulsory or elective subjects at appropriate levels. In an effort to supplement UGC sponsored vocational courses, the State Govt. shall allow Govt. and Non-Govt. Colleges to start vocational, technical, need-based courses under self financing scheme. Short term vocational courses should also be allowed to be introduced in the evenings.

- The State should introduce courses in emerging areas of education including vocational, technical, Information Technology etc. linking higher education with the world at work. The State should take initiative to encourage private investment in higher education for diversification of courses in urban areas, expansion of facilities in rural areas and qualitative improvements. Linkages should be established with off shore universities of repute and the industries to make courses respond to the fast changing demands of the market.

Conclusion

At the threshold of the new millennium, the Government of Haryana has sought to address the challenges thrown up by the changing environment and the problems being faced by the state in terms of key HRD indicators by bringing Education at the central stage of its development agenda. At this stage of development, the education agenda of the state should be re-negotiation from quantity to quality, from mere transfer of information to enhancement of creativity & knowledge and development of relevant skills, from a centralized to a decentralized system of educational administration and from bureaucratic management to a participative decision making process.

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