

Present Structure of Education in Haryana

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Abstract:

Haryana has a strong educational infrastructure having a plethora of educational and training institutions. The state government feels the need and importance of having qualified and skilled workforce and thus gives top priority to build and promoting the educational infrastructure.

The State Government is well aware that the 21st Century is acknowledged as the Knowledge Century. Education is the key to knowledge and the State Government has consistently made sincere efforts to make "education for all" a reality with required academic & infrastructural facilities and easy access. As a result, now schooling facilities are available within a radius of 1 km & 3 km at primary & middle Schools respectively.

In any developing and emerging economy Social Sector plays a significant role. The ultimate objective of development planning is human development or increased social

welfare and well being of the people. Education, Health and Social Justice & Empowerment are the main component of the Social Sector. The state government has developed an EDUSAT network for imparting education through satellites and handed over its charge to the Utkarsh EDUSAT Society that handles coordination for content development and research.

Keywords: promote education, EDUSAT, development, learning etc.

Introduction

The need for a good educational infrastructure, to create a congenial atmosphere for teaching and learning. The completion of schools infrastructure should be prioritized since it was the basic need to deliver quality education, "there is much to be done in promoting quality education at all levels and that any contribution to support the development of the sector is welcomed".

"Good infrastructure and necessary materials should promote learning, and that, the completion of school buildings is paramount to quality education in the country".

Haryana has a strong educational infrastructure having a plethora of educational and training institutions. The state government feels the need and importance of having qualified and skilled workforce and thus gives top priority to build and promoting the educational infrastructure.

Societies are becoming nations of lifelong learners supported by a vast infrastructure of learning organizations. The centers of this

learning revolution are not schools, but a network of organizations and media (museums, libraries, television, books, and increasingly the Internet) supporting the public's ever-growing demand for free-choice learning – learning guided by a person's needs and interests.

On an average, 6, 86,706 students seek admission at the primary school level each year in Haryana. The state encourages private participation in imparting technical and vocational education. The annual plan budget allocation on education for the fiscal year 2006-07 was increased to \$11.12 million from \$6.22 million the previous year.

Engineering colleges	61
MCA college	34
Under graduate colleges	355
Post graduate colleges	75
polytechnics	76
Pharmacy colleges	27
MBA colleges	56

EDUSAT

The state government has developed an EDUSAT network for imparting education through satellites and handed over its charge

to the Utkarsh EDUSAT Society that handles coordination for content development and research. There are five channels for primary education, senior secondary arts, senior secondary science,

higher secondary education and technical education. Educational institutes have been given satellite interactive terminals facilitated by software controlled multi cast Internet protocol that allows the students to ask questions live.

<http://pppinindia.com/infrastructure-haryana.php>

May 19th, 2007 was a proud moment for IL&FS ETS (Infrastructure learning & financial services ltd.) as multi-media content produced by IL&FS ETS in a public-private partnership with the Government of Haryana was beamed across the state to over 9000 state run schools. A public-private partnership initiative has been set up between IL&FS ETS and the Government of Haryana to create multi-media content for primary and secondary schools for EDUSAT transmission. EDUSAT is a satellite dedicated to the transmission of educational content

The project was a challenge and the IL&FS ETS team worked hand in hand with the Haryana government, teachers from Haryana state run schools, NCERT resource persons and school children. The true spirit of collaboration of public-private

partnership was realized to the fullest extent. The IL&FS ETS team worked closely with NCERT resource people and held script writing workshops for teachers from schools run by the Sarva Shiksha Abhiyan Haryana. It was the scripts written by the teachers during the workshop were used to create the learning modules. The multi-media lessons thus prepared were an outcome of expertise and talent from both sides of the partnership. Innovation was the key to the entire endeavor. The IL&FS ETS team used Haryana state school children and teachers in the filming by training them on the spot. The props used were low cost and readily available materials like balloons, painted boxes, and puppets. Using in house inspiration and talent 100 episodes for EDUSAT transmission in phase one were created.

The partnership was a total success and now IL&FS ETS is the preferred partner for EDUSAT multi-media content in Haryana.

Partnering the Nation in Implementing 'Education for All' Goals Amongst the several reforms that are required to be undertaken to build a knowledge-based society, two areas in

which IL&FS holds the specialization to contribute are: providing base infrastructure and management services to educational institutions through public private partnerships and inducting technology into education to enhance the delivery of quality education. IL&FS also undertakes projects to build or redevelop schools on a Build-Operate-Transfer basis, using public-private partnership formats. With Government of India recognizing the Education and Vocational Skills as priority, IL&FS is well positioned to exploit the emerging opportunities in the Sector. <http://www.ilfsindia.com/Index.aspx>

Gurgaon city has the highest literacy rate in Haryana followed by Panchkula at 81.9 per cent and Ambala at 81.7 percent. District Rewari has the highest literacy rate in Haryana of 74%, higher than the national average of 59.5%: male literacy is 79%, and female literacy is 67%. Haryana state government has proposed to develop a world class education city the Rajiv Gandhi Education City, which will provide opportunities to educational and research institutes to come up in the state. <http://en.wikipedia.org/wiki/Haryana>

Purpose

Education is the pillar on which rests the edifice of human resource. With globalization reducing the world to global village, competition in turning out better human resource has become intense. The State's endeavor has been to offer best education infrastructure to its people.

Haryana State has a well-established network of educational institutions. The primary level education facilities are available within in radius of 1.03 kilometer, middle level education facilities are available within a radius of 1.07 kilometers, high schools are available within a radius of 1.52 kilometers and senior secondary level schools are available in a radius of 2.28 kilometers in the year 2009-10. The disbursement of educational institutions all over the state is uniform.

Haryana Board of School Education conducts public examinations at middle, matriculation and senior secondary levels twice a year. Haryana Government provides free education to women candidates up to the graduation degree level.

There are 23 universities in the Haryana State including State/Central universities, Deemed universities and private universities. Leading institutes for Technical & Engineering education in Haryana are NIT Kurukshetra, University Institute of Engineering & Technology, Kurukshetra, Deenbandhu Chhotu Ram University of Science & Technology, YMCA Institute of Engineering, Manav Rachna University, Technological Institute of Textile & Sciences, Bhiwani. Chaudhary Charan Singh Haryana Agriculture University is one of the biggest agriculture universities in Asia. Bhagat Phool Singh Mahila Vishwavidyalaya, Sonipat is the first Women University in north India. Some upcoming projects in the fields of education are:

- Central University, Mohindergarh
- Defence University, Gurgaon
- Guru Jambheshwar University, Hisar
- Central Institute of Plastic Engineering & Technology, Murthal, Sonipat
- Fashion and Designing, Film & Television, Fine Arts and Professional Studies are being established at Rohtak

- Rajiv Gandhi Education City , Kundli
- Four medical colleges are coming up at Khanpur (All Women Medical College in Sonipat), Faridabad (by ESIC) and each at Mewat and Karnal.

In order to encourage healthy competition, to promote quality education and to attract private investment in the field of Higher Education and also to promote the establishment of institutions of higher learning of international standards **Haryana Private University Act, 2006** has been enacted. With the enactment, following institutions have been facilitated:

- O.P. Jindal Global University, Sonipat
- APITC University
- Apeejay University
- Amity University, Gurgaon

The National Dairy Research Institute at Karnal, upgraded to deemed university, provides education in the field of dairy science. Lala Lajpat Rai University of Animal Husbandry and Veterinary Sciences are being set up in Hissar. There are three medical colleges in Rohtak, Mullana and

Agroha. Pt. B.D. Sharma PGIMS Rohtak, now upgraded to medical university, is a premier medical institution in North India offering courses in major specialties and super specialties of medicine.

<http://www.haryanainvest.org/social-infrastructure-education.php>

The overarching **aims** of the Educational Infrastructure are to provide:

- parents with an understanding of the range of educational offers available to suit their needs;
- schools and colleges with a clear understanding of how decisions are reached about pupil planning, estate maintenance processes (where applicable) and capital investment and where they fit into the decision-making process
- Local Planning Authorities and housing developers with an understanding of their role in supporting the future pattern of education provision best marketed to changing demand
- the wider community with an understanding of how education provision will be delivered to

support the development of Devon over the next 20 years

<http://www.devon.gov.uk/education-infrastructure-plan-v1.pdf>

Education including Management, Technical Education & Skill development facilities

Over the last few years, the State has accorded priority to this sector. An enabling legislation to establish private universities is already in place and the State has developed the 'Rajiv Gandhi Education City' near Rai-Kundli over an area of about 2000 acres (Phase-I) in close proximity to Delhi where plots have been/ are being allotted for establishment of higher education institutions. The sector offers a huge potential for investment as the State is growing to be a preferred destination among young aspirants for pursuing higher education in various disciplines. The development of second phase of the Education City will be taken up in due course of time. The Goal has also sanctioned the Indian Institute of Management which is being set-up near Rohtak.

Recognizing that development of matching skill-sets is a pre-requisite for the growth of industry, the State has taken steps for establishment of such institutions.

The Government has launched a major initiative in partnership with the corporate sector and industrial associations to upgrade the ITIs in Public Private Partnership mode to fill the infrastructure and skill gap. The project is titled 'Up gradation of 1396 Government ITIs is through Public Private Partnership'. The ITIs stand to gain from the experience and expertise of private sector to create a workforce with the skills relevant to the needs of economy. At the same time private sector can harness their human resource requirement for making the industry more productive, profitable and quality oriented. Industry partner is associated with each ITI to lead the process of up gradation and to:

- D) Assess emerging skill requirements in the region and suggest changes in training courses being run in the ITI;
- ii) Start short-term training courses;
- iii) Review training needs and approve training of instructors and of administrative/ office staff;

- iv) Facilitate placement of ITI graduates.

Each ITI can avail interest free loan of up to Rs. 2.50 crore for up gradation of the ITI into a centre of excellence. The loan is repayable over a period of 30 years with a moratorium of 10 years. The Govt. has already taken initiative for up gradation of 36 ITIs during the last three years (2007-08 – 13 nos., 2008-09 – 13 nos. and 2009-10 – 10 nos.), through Public Private Partnership mode. 4. It has been decided to make provision of land/ plots for establishment of Technical Training Institutions/ Skill Development Centre's by the Public/ Private Sector in the IMTs being developed by the HSIIDC to the extent these institutions directly co-relate to the development of skill-sets for the manufacturing sector. Plots will be allotted at the rates applicable for Industrial Plots for this purpose.

<http://haryana.gov.in/misc/industry-policy-2011.pdf>

- To achieve 100% literacy – Check drops our rate, improve the quality of education and create sufficient number of skilled manpower to take advantage of the knowledge economy.

- Year 2008 declared as the ‘Year of Education’ - Aims at initiating a major programme
For up gradation of human resource and improving the quality of learning of children
besides broadening the vision of youth.
- 90% increase in budgetary allocation for education to Rs.540 crore.
- Most extensive network of schools
- Largest satellite based education network in the country –EDUSAT
- Special incentives for Girl Child and other weaker sections
- First state to have set up Women University in North India

<http://www.icrier.org/pdf/RajeevArora%20PT.pdf>

An Overview of the Initiatives of the Government of Haryana

The State Government has formulated “Education Policy – 2000 for the State of Haryana “ which interlaid, envisages provision of higher education facilities in rural areas, qualitative improvement in educational environment, encouraging private initiative, introduction of computer education in colleges, making higher

education job-oriented etc.. To realize the goals set in its policy document, the government has taken the following initiatives:

Removal of Rural-Urban Disparities

Special efforts are being made to spread the facilities of higher education in rural areas so that the rural, urban disparities may be removed. For this new Government colleges have been opened in the rural areas. At present, out of the 60 Government Colleges in the State, 34 are situated in the rural areas.

Provision of Teaching Staff in Rural Colleges

In view of better facilities available in the urban areas, there was a large deployment of govt. college lecturers in the urban colleges. With a view to remove this disparity, an exercise of rationalization has been conducted recently by the State Govt. and it has been made compulsory for the newly recruited lecturers to serve in the rural areas for the first three years of their service in order to become eligible for award of Senior Scale and total 5 years of Service in rural area for grant of Selection Grade.

Girls Education

Special emphasis is being laid by the State Govt. on girls' education. The girl students are not charged any tuition fee up to graduation (B.A. /BCom /BSc.). Out of the total 60 government colleges in the State, 11 are exclusively for women and the rest are co-educational. Three new women colleges in the government sector have been opened from the academic session 2003-2004. Even in the private sector out of the 127 colleges, 53 are exclusively for women, the rest being co-educational. From the session 2003-2004, four more girls' colleges have been opened under the self financing scheme.

Improvement of academic environment in Colleges

To enhance accountability, the Department of Higher Education has issued guidelines to the colleges Universities to ensure a minimum of 180 teaching days in an academic session as stipulated by the UGC. Presently the average teaching days work out to be only about 100 to 105. The colleges have also been asked to club classes of common subjects/ syllabus in order to optimize faculty utilization. To ensure that every college lecturer fulfills the teaching

obligations placed on him/her besides participating actively in other college activities; colleges have been asked to strictly adhere to the UGC workload norms for its entire teaching staff. Further, a minimum stay of 5 ½ hours in the college for every lecturer, as is mandatory in the UGC guidelines, is to be ensured by the College Principal so that the faculty is available to the students for guidance. The colleges have also been advised to conduct house examinations in the month of December and in addition introduce a system of monthly tests to facilitate continuous evaluation of students. The College Principals have been specifically directed to ensure that lecturers do not indulge in private tuition. A system of annual inspections of colleges has also been put in place under which every government college in the state would be comprehensively inspected at least once in a year. In addition random inspections of the government colleges have been introduced in order to ensure smooth functioning of the colleges.

Accountability

In order to ensure greater accountability on the part of the teaching faculty a

comprehensive “Code of Conduct” has been evolved with the approval of the Council of Ministers.

Human Resource Development

A two-week training course has been specially designed for the Principals of the government colleges of the state in collaboration with Haryana Institute of Public Administration, Gurgaon, which is aimed at equipping the Principals with the necessary administrative and leadership skills.

Pre-induction Training of Teachers

The newly recruited lecturers in the government colleges are given a Pre-Induction Training to orient them and prepare them professionally.

Assessment and Accreditation of Colleges by NAAC

Government of Haryana has taken a lead in the Northern states of the country for qualitative improvement of the higher education of the state. It is the only Northern state where the government has made

assessment and accreditation mandatory for all its colleges and ensured the submission of the self study reports to NAAC by the colleges within a fixed time frame. Apart from the above, the Department of Higher Education has taken the following value added initiatives to ensure improved access and meaningful education to the youth.

Earn While you Learn

The potential of young pupils is immense and it needs to be tapped with benefit. Faced with many a distraction, young boys and girls are increasingly becoming apathetic to their alma mater and its academic environment. On the other hand, many promising students are not able to pursue higher studies for lack of financial resources. Therefore in order to tap this vast pool of talent and harness the energy of young students to the advantage of both the institution and the student, a scheme called “*Earn while you learn*” has been devised and implemented in all the colleges of the State. Under this scheme the colleges have employed students for jobs in laboratories, libraries and office work. The Principals have been given the freedom to identify job areas and employ students as per local

requirements. For all these jobs the students are being paid @ Rs. 30/- for every 45 minutes, for a maximum of 8 hours each per week thereby enabling a student to earn up to Rs. 960/- per month. The scheme has been very eagerly utilized by the students. Available reports show that more than 274 students have been employed in colleges under this scheme. This scheme has not only enabled the college administration to get the necessary work done at rather nominal rates as compared to the regular employees but has also trained the students to help themselves and inculcated a feeling of self dependence, dignity of labor and loyalty towards their institutions.

Honoring Outstanding Students

In order to encourage excellence in the field of higher education, the department every year in a state level function honors meritorious students. Computers are given as prizes to the university toppers of B.Sc/B.Com./ B.A. final year. This step has been greatly appreciated and it shall go a long way in encouraging merit in future in the State.

Computer Education /Training for the Students and the Staff

Computer education has been introduced as an optional subject in all the government colleges of the State from the session 2001-2002. Two agencies via TATA INFOTECH and HARTRON have been engaged for providing the required infrastructural and technical support to the colleges on a nominal payment basis. As per the agreement of these firms they are also required to provide free training to the teaching and non teaching staff in a phased manner.

(Pillai Latha and Rama.K)

Improving Educational Infrastructure through Emerging Technologies

Adequate hardware, software and internet connections and establish institutions

In order to improve educational infrastructure through emerging technologies Information and communications technology (ICT), first of all schools and learners should be equipped with adequate hardware, software and internet connections. Nowadays many

economically backward regions/countries still strongly lack financial and human capital, and supportive institutions to enable them to build telecommunication nets, and to procure and efficiently apply ICT products for their education system.

Enhance teachers' incentives, qualification and familiarity

The efficiency of learner-centered e-learning depends strongly on the incentives, qualification and familiarity of teachers to use ICT for teaching. Incentives for teachers are especially crucial for overcoming the major barrier for progress in education reform. In a world of e-learning, teachers' role is changing from being the main knowledge source in class to a guide for introducing topics and promoting learners to learn and think independently. For incumbent teachers, local training workshops can provide them regular access to the up-to-date e-teaching materials and enable them to exchange their e-teaching experiences with their colleagues. For teachers in remote areas, online training programs make further training in distance

possible and online e-teaching forum enables them to learn from and discuss with their more experienced colleagues elsewhere. Ex. EDUSAT

Reduce the weight of paper-based exams

In order to enhance learners' incentives to use ICT adequately for learning, the ways how their performance is to be assessed should also be made consistent with the redesigned and more ICT-integrated curricula. Paper-based exams should not be emphasized as strongly as before. Instead, learners should be promoted to work strongly with their e-learning materials and submit some exploratory reports or experimental outcomes for assessment. To enable a more interactive learning process, learners may be asked to submit reports or outcomes several times a semester. ICT makes it easier for teachers to give responses to students' work more frequently than before.

Establish public-private partnerships

Software for teaching, learning and performance assessment can be developed and made more consistent with the education goals and needs if learners and

teachers can be integrated into the developing processes as earlier as possible.

For example, software needed for educating out-of-school learners or learners from remote places may differ from the software needed for education in schools in cities. For out-of-school learners and learners from remote places, virtual instructors and online

discussion for a are more essential to compensate the loss of feedbacks directly from teachers and peers. However, to ensure a fruitful cooperation, mutual interests of parties involved should be considered in a balanced way and open discussions are required. (<http://www.global-economic-symposium.org/>)

Current data of Educational infrastructure in Haryana

	YEAR 2005	YEAR 2014
Central university	0	1
State universities	5	12
Deemed/private universities	3	26
Total universities	8	39
Government colleges	60	95
Technical institutions	154	639
Medical colleges	3	8
Industrial training institutions	97	229
No. of schools	19291	24873
Seats in technical institutions	27142	144165
Seats in ITI	16468	56832
MBBS seats in medical colleges	350	850

Conclusion

Haryana has a strong educational infrastructure having a plethora of

educational and training institutions. The state government feels the need and importance of having qualified and skilled

workforce and thus gives top priority to build and promoting the educational infrastructure.

Human resource development may be a more realistic and reliable indicator of modernization or development than any other single measure. It is one of the necessary conditions for all kinds of growth – social, political, cultural or economic”.

Thus, economic development is not possible without education and investment in human capital which is highly productive.

Many factors affect the amount of investment in education infrastructure. These include the age of existing stock and the need for investment to renew that stock. Demographic factors play a role with the relative size of the elementary-secondary and postsecondary populations influencing the allocation of investment in education infrastructure at the different levels of the education system. Fertility rates, in combination with flows of migrants, affect investment needs differently both across and within provinces. At the local level, changes in the distribution of families with school-aged children play a key role in determining

where new schools are needed, while at the same time, leading to the need to consolidate or discard older facilities.

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