

It is critical to establish the conditions for success of effective, systemic, aligned, scalable and sustainable Education Transformation in Haryana.

This Draft Master Plan has been created with a purpose to develop an ICT knowledgeable community which can deploy, utilize, benefit from ICT and contribute to nation building.

May request stakeholders to share their opinions on the draft document on eduhry.suggestions@gmail.com

Draft ICT in Education Master Plan (2011-2025)

Directorate of School Education
Govt of Haryana

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn" - Alvin Toffler.

Why Master Plan?

- Help Directorate of Education understand the complexity of policy stages and processes while at the same time give them the tools to successfully own and drive the process
- Break down function silos in Directorate of Education operation thus generating cooperative interaction for success.
- Setting and meeting key milestones
- To develop an understanding of critical path associated with meeting these milestones
- Professional planning (on time/in budget/right resources/addressing problems)
- To understand overall project timeline
- Identify inter-linkages & dependencies
- Identify and empower Directorate of Education resources and accountability (Deployment Work Group)
- Process oriented thinking, Linkages to vision & roll-out
- Help school readiness evaluation, Facilitate the management of expectations and results
- Mobilizing partner support to drive delivery
- Insure wider participation in planning and delivery
- Building the master plan necessitate consistent data gathering and will help in evaluation.

Goals:

In the light of the relevance and importance of adopting information and communications technology in the education sector, the state Strategy & Master Plan for Information & Communication Technology in Education shall have following goals:

Goal 1: All students and teachers will have access to information and communication technology in their classrooms, schools, communities and homes.

Goal 2: All teachers will use technology effectively to help students achieve high academic standards.

Goal 3: All students will have technology and information literacy skills.

Goal 4: Research and evaluation will improve the next generation technology applications and skills for teaching and learning.

Goal 5: Digital content, curriculum, assessment practices, networked applications, all in support of Policy framework and multiple stakeholder support will transform teaching and learning.

Guiding principles

The ICT in Education Sector Master Plan enumerates the following principles to guide the development of the sector:

a) ICT in Education will be characterized by the imparting of good values and attitudes in the state including those that promote equality and equity as well as those from outside which are relevant to national development.

b) Development of skills such as life skills, practical and entrepreneurial skills shall be emphasized.

c) Quality and relevance of content matter shall be given maximum attention, even as access to education increases.

d) Improvement of efficiency and cost-effectiveness of all activities in the education sector by improving management and administration capacities shall be a matter of priority.

e) Sustainability and scalability are also important principles to guide this sector. The Directorate of Education will ensure that the new Master Plan on ICT in Education incorporates these principles in its strategies for implementation and to help in achieving efficiency and effectiveness.

Master Plan Objectives:

- Strengthening Haryana's effort to create and establish ICT in education models for the acceleration of educational reforms.
- Harmonization of efforts between the centralized and decentralized levels of the education system and defining synergy between different implementers of ICT in education.
- Unleashing the strengths of teachers and students through the effective use of ICT
- Leveraging Public Private Partnerships to improve the development and delivery of education.
- Building the capacity of partners for the development of innovative learning solutions in partnership with industries, and creating economic value.
- Expanding innovation and research.

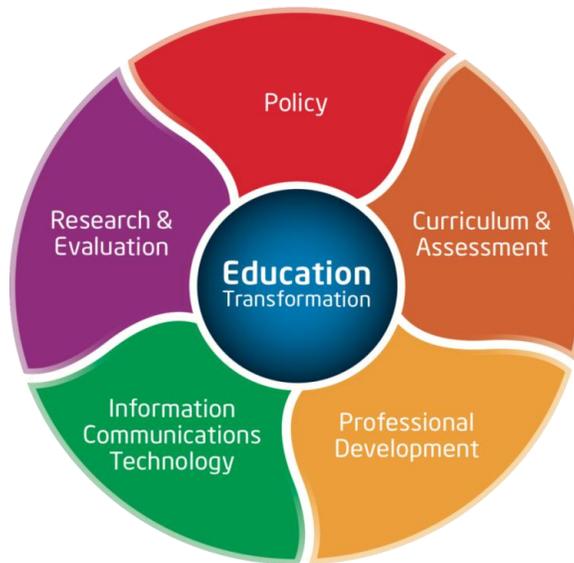
Vision:

"Create an effective, systemic, aligned, scalable and sustainable Education environment in the state of Haryana by providing world class education services which fosters innovation and contributes to nation building."

The vision seeks to transform Haryana into a knowledge base economy.

This aspiration for transformation is based on some key pillars including 1) Policy, 2) Information and Communication Technology, 3) Curriculum and Assessment, 4) Professional Development, 5) Vocational Education, 6) Inclusion, 7) Research and Development, and 8) Public Private Partnerships.

In order to achieve the vision, Directorate of School Education, Government of Haryana has come up with three ICT plans to be carried out in 5-year increments, dubbed as the Master Plans in ICT and Education.



1. Policy:

It is expected that under the Policy pillar, the ICT in education will set a clear road map for the integration of ICT in education and will increase access to basic education for all, both formal and non formal, using ICT as one of the major tools for learning, teaching, and information sharing.

1.1: Improve quality of basic education and promote independent learning in secondary education.

1.2: Contribute to the availability of workforce with the ICT skills needed for employment and use in a knowledge based economy.

1.3: Guide the drafting of ICT competencies, aligned with international competencies, with regard to knowledge, skills and attitudes that can be achieved at the end of the secondary education, through the use of ICTs in and beyond the classroom.

1.4: Ensure that Haryana has in place, an ICT driven process that supports an evidence-based decision making with respect to resource allocation, strategic planning, and monitoring and evaluation of the educational policy implementations.

2. ICTs:

Among some of the most pertinent reasons for using ICT in the classroom is the ability to better prepare the current generation of students for a workplace where ICT tools such as computers, Internet and other related technologies, are becoming ever more present. It is therefore seen, that technological literacy and the ability to use ICT, effectively and efficiently, have become prerequisites for having a competitive edge in an increasingly globalizing job market. The Govt of

Haryana therefore recognizes the importance of using ICT, ubiquitously in all venues of formal education, including Technical and Vocational institutions and across all educational disciplines. Therefore, the Plan will be focusing on:

2. 1 Ensuring that all primary, secondary and vocational education teachers are instrumental in using ICT hardware and software in their teaching and learning practices.
2. 2 Raising students', teachers', and parents' awareness of the value of ICT.
2. 3 Availing the required ICT to all formal education levels; Facilitating access to a wider range of knowledge for students and teachers to support the teaching and learning process.
2. 4 Enabling all students to use ICT in their learning as a tool and as a methodology; Using ICT as a tool to improve quality of education in all subjects at all levels.
2. 5 Enabling all teachers and administrators to use ICT as a management tool to support the educational process.
2. 6 Using ICT to support the emergence of teaching and pedagogical student centered approaches and encouraging research and collaborative learning.
2. 7 Promoting the use of open and distance learning techniques at all levels of education as needed.
2. 8 Promoting the use of community learning centers, community information centers, community libraries, and open and distance learning centers to improve literacy and provide learning opportunities and expand activities to include the use of video, radio and TV for learning.
2. 9 Leveraging ICT infrastructure in schools to encourage and support after school programs to target in school students, out of school leavers, and local community to develop life and ICT skills, and provide other lifelong learning opportunities.
2. 10 Encouraging schools to prepare their own Technology Plan which will help schools aim at getting maximum benefits out of ICT investments done by state as well as schools.

3. Curriculum and Assessment:

Curriculum must be supported by interactive, culturally aligned, competencies driven and student centered electronic content, whereby on the short to medium and long term, Haryana can tap into existing content and effectively integrate it in the teaching and learning practices, meanwhile, working on the development of Haryana electronic material. ICT curricula (existing or new) are encouraged to be used in a blended learning approach, whereby educators would use them as supplementary materials for better teaching practices. On the other hand ICT can be used in assessment, by developing means and services that can provide the state with the competitive edge it needs to align with and to provide transparent, interactive and more customer driven services. Therefore, the Master Plan will be focusing on:

- 3.1 Providing computer science curriculum for primary and secondary school students.
- 3.2 Integrating modern approaches and methods in line with the matrix of competencies¹ of knowledge and skills according to regional, national and international standards.
- 3.3 Focusing on students to give them an effective, responsible and independent role; new roles for teachers as facilitators, supervisors and evaluators.
- 3.4 Promoting blended learning approach and establishing appropriate mechanisms and guidelines for regulating the development and use of electronic content.
- 3.5 Creating and developing Haryana's specific e-learning content, in all subjects, including vocational education streams, on the long term to be used as supplementary material, and revising the curriculum accordingly. Exploring the options of obtaining the copy rights of existing electronic material on the short and medium term.
- 3.6 Enabling teachers to use open educational resources, create electronic content, and share knowledge experiences and practices using technology.
- 3.7 Creating centralized digital library/ repository (State Educational Portal) of digital learning material to be accessed by all schools.
- 3.8 Developing content/curriculum and training manuals for pre-service teachers on using ICT in teaching and learning.
- 3.9 Ensuring that learners and educators are empowered to deal with internet related risks, such as protection of privacy, content verification and avoiding harmful content. Developing guidelines for ethical use of ICT and creating awareness to all stakeholders including learners, teachers, parents, and service providers.

¹ Learners' competencies: to be able to acquire academic knowledge in different social, humanitarian and vocational studies; apply academic knowledge and use in real life; use linguistic skills (read, speak, convert) in communicating with others; produce and share knowledge with individuals and group; use modern technology in information management; use investigation and scientific research skills; cooperate with peers and teamwork; self-reflection & assessment.

Teachers' competencies: apply curriculum freely and organize edu experiences in school environment to achieve desired aims; develop and integrate various teaching strategies; facilitate the acquisition and knowledge from various resources; motivate learners to learn and create; evaluate learners' achievement to improve their performance.

- 3.10 Using ICT to build the competitiveness of the State Examination Board/ Council, and deliver services more effectively and efficiently.
- 3.11 Using ICT as a tool to design tests and collaborate with national bodies to build standardized tests and item banks.
- 3.12 Aligning the examination and testing tools with the revised digital curriculum and incorporating ICT based student assessment tools.

4. Professional Development:

The use of ICT in teaching, learning and managing educational institutions compels the emergence of a new set of skills, attitudes and pedagogical approaches that require continuous training programs to build sufficient capacity among teachers, developers, educators and administrators, school leaders, government leaders and others including parents. Such training will take place in the form of pre-service, in service and continuous professional development opportunities on areas of ICT literacy, content development, pedagogical teaching approaches using ICT, Educational Management Information System (EMIS) capacity building and maintenance of ICT facilities to make sure they are available at all times to all users.

In delivering the training, and given the wide applicability of ICT for training and professional development, ICT-enabled training methods will be fully explored, including distance education, e-learning, and blended learning. Therefore, the Master Plan will be focusing on:

- 4.1 Providing pre-service training of teachers on effective utilization of technology (software and hardware) to be used in their teaching and learning.
- 4.2 Providing effective ICT literacy training programs for all teachers at all levels that promotes change and ensures quality. Such programs will be aligned with a structured system of incentive.
- 4.3 Providing in-service professional development opportunities for teachers to enable the use and creation of digital content and pedagogic integration of technology in teaching. The in-service training programs to be aligned to the needs of the structured systems of Sarva Shiksha Abhiyan (SSA) as well as Rashtriya Madhyamika Shikshya Abhiyan (RMSA).
- 4.4 Providing professional development opportunities for school inspectors on the integration of ICT in the teaching and learning process.
- 4.5 Supporting head teachers to establish the ICT vision in their schools, and leveraging available technological infrastructure to better manage the school and foster modern teaching and learning paradigms.
- 4.6 Training curricula developers on creating/ developing digital learning material.
- 4.7 Training educational administrators on ICT projects; planning, management, budgeting, resource management, and Monitoring & Evaluation.

4.8 Developing general standards, guidelines, and certification requirements for trainers and training centers.

4.9 Developing a cadre of technical expertise to manage and maintain ICT facilities at all levels and to optimize uptime.

4.10 Using the available ICT Teacher Competency Standards and Modules to plan appropriate training for teachers.

4.11 Developing a mechanism to manage quality of training; ensures its effectiveness, and manage change.

4.12 Creative teachers to be recognised with morale-boosting rewards & awards and become role model.

5. Vocational Education

5.1 The aims and initiatives to develop professional skills of students (in grades 8,9,10) and prepare them to enter the labour market and keep pace with the requirements of the knowledge economy.

5.2 Linking education to the needs of the work force and encourage students to engage in productive work and lifelong learning.

5.3 Providing initiatives implemented through partnership between public and private sectors.

5.4 Initiatives/programs holding specialized training workshops on education and professional fields and developing its training manuals, professional guidance tools, resources, etc.

6. Inclusion:

6.1 Upgrading the quality of programs and services presented to students with special needs and enhancing their learning opportunities

6.2 Developing devices and tools to include physical and developmental cognitive methods; use of computers and software in the learning resources.

6.3 Empowering students with useful life skills (such as participation, shouldering responsibility, and healthy and social skills) which contributes in creating a supportive and comfortable environment and cooperate to achieve the schools' educational mission and tasks.

6.4 Inclusion of concepts in the curricula, design and implementation of interactive activities, holding training and workshop sessions, preparing training manuals.

6.5 Disseminating education for all through integrating marginalized students who are vulnerable to risk in compensatory educational programs that meet their needs, remedial methods, education reinforcement methods, etc.

6.6 Achieving equity and equal opportunities by reflecting on gender indicators, developing resources, curricula, teachers' resources, tools, new assessment methods, information technology, etc to address gender sensitivity and include balanced images of boys and girls,

6.7 Improving the nutrition and health status of schools in less privileged areas, enhancing health environment by involving schools in the health education programs consisting of number of health standards applicable in schools.

6.8 Quality education through focusing on the psychological and social aspects of student development, strengthening students' emotional thinking, constituting good citizenship and promoting social adaptation (in order to deal with social and personal issues that are harmful and life-threatening such as dispute, violence, drugs, stress and anxiety).

6.9 Development of excellent student' abilities and make use of their creativity areas.

7. Research and Development:

One of the important areas this Plan takes into consideration is developing mechanisms, systems and procedures that continue to research and identify gaps and possible areas of improvement and innovations, and reflect back on the education sector at large, thus making it a dynamic evolving system for the benefit of the Haryana learners. Also universities are encouraged to conduct their own research and collaborate with industry/ business and schools to support such developments. Simultaneously, recognizing that a lot of the experiences and lessons learnt come from the field- from the educators and the learners, the Govt of Haryana will seek ways to capture participatory feedback from all concerned stakeholders at all levels and develop means of disseminating and analyzing it to improve learning outcomes. Therefore, the Master Plan will be focusing on:

7.1 Conducting needs assessment and establishing a mechanism for continually identifying best practices and gaps and researching into innovative solutions, to improve the education system.

7.2 Development of low cost affordable computers and networking equipment

7.3 Development of management systems – learning management, content management, school management etc., especially those based on Free Open Source developments

7.4 Creating a venue to facilitate a participatory approach enabling research and quality improvements.

7.5 Setting up dedicated portal to E-Learning, to become local source for E-Learning knowledge, R&D, deployment, Hardware & Software solutions, Best practices and the downloadable products, solutions & tools.

7.6 Engaging independent third party research consultants to analyze long term strategies on ICT in education initiatives.

7.7 Enhancing the higher education institutions research and development capabilities to be at the cutting edge of technology.

8. Public Private Partnership:

As education is a national priority, it is also fair to say that the responsibility of providing high quality levels and systems of education should not be solely reliant on governments. There are many stakeholders that share the responsibility and have much to offer to the education system, as the output of any education system, is a direct input into its workforce and has major repercussions on its economic development. Recognizing the value of such partnerships, and valuing the opportunity that lies from the possible support from corporations, and development partners, the Haryana Government will engage in various modes of collaboration and partnerships. Such partnerships, can be with global partners, local partners and development partners, and can be in the shape of joint project implementations, capacity building, etc. Therefore, the Plan will be focusing on:

8.1 Engaging local, regional, national, and global partners in efforts to improve/ integrate ICT in education and to avail research and innovations to improve the education system.

8.2 Creating an enabling environment conducive to partners' investments and support to the education system and the partners to bring about socio-economic development to the country.

8.3 Creating local, regional and global partnerships among educational institutions to foster peer to peer research and collaboration.

8.4 Promoting twining between public and private educational institutions to transfer and exchange best practices.

8.5 Involving the local community, universities, and the development organizations in the efforts to support the integration of ICT in education.

8.6 Adopting a partnership approach to the financing of ICT in education.

8.7 Creating a win-win relationship between the Government and the private sector thus ensuring sharing of costs and benefits.

8.8 Allowing and encouraging strategic partners to showcase their solutions and technologies that are aligned with the ICT in Education policy.

8.9 Evolving innovative and locally appropriate models of PPPs, with a high potential of being scaled up, to improve educational outcomes.

Master Plan 1 (2011 - 2016)

Preparing for Innovations by laying a strong ICT foundation

Key Dimensions	Target by 2016	Ownership
Curriculum	<ul style="list-style-type: none">○ Reduction in curriculum - up to 30%; Use ICT for 30% of the curriculum time.○ Development of the framework of the curricula, students' output, expected performance levels and learning measurements and establishing basis to develop and prepare the curricula of grades 1-12 to be completed.○ Balance between information and critical and creative application of information.○ Incorporating topics of the dangers, risks, developmental aspects and psychotropic substances and means of prevention in the curricula and resources.○ ICT as tools rather than subject of study.○ Distributing the curricula through electronic methods, empowering students and teachers to improve their lesson plans.○ Integration of life-skill based curricula.○ Curricula accreditation.	
Innovation in Evaluation and Assessment	<ul style="list-style-type: none">○ Decide on learning outcomes, Develop assessment strategies with a focus on qualitative competencies to fit in teaching strategies.○ Establish state centre for exams	

	<p>and assessment.</p> <ul style="list-style-type: none"> ○ Developing the state standards system according to international standards ○ Assessment data registration process- anecdotal record, logs, rating scale, etc ○ Strengthening connection between the primary and secondary education and assessment systems and preparing students for successful higher education life. ○ Conducting regular impact assessment studies at the policy, strategy, and initiative levels. 	
Content and Learning resources & platforms	<ul style="list-style-type: none"> ○ Enhance linkages between the school and the world around it ○ Development and editing of web resources, user dynamic interfaces ○ Learning packs, Courseware development - subject-specific, local language ○ Educational Software Procurement Scheme - purchase of educational CD ROMs ○ Encourage innovative processes in education ○ Create new knowledge centres, libraries ○ Implement safety and security practices/measures 	
Infrastructure	<ul style="list-style-type: none"> ○ Provide all schools with the basic infrastructure ○ Encourage innovative utilization of ICT beyond the computer labs ○ 2:1 teacher-to-notebook computer ratio, ○ 5:1 students-to-computer ratio, ○ School-wide networking ○ Internet access for every school. ○ All schools - at least 2 MB ATM link ○ Each school - 1 Technology Assistant ○ Utilisation of USO funds to supply 	

	<p>the PCs and the Broadband connectivity as a bundled package of service</p> <ul style="list-style-type: none"> ○ Introduction of special schemes for purchase of ICT devices & subscribing broadband Internet connectivity by schools: <ul style="list-style-type: none"> ● Provide free broadband connection with PCs (Minimum 10 per school) to all government schools. ● Facilitate liberal and easy loan facility for purchase of broadband Internet and PC by Teachers, Students and the Schools. ● Facilitate concessional broadband connection and PC for Schools in consultation with industry. ● Support tax exemptions on the expenditure incurred on Internet connectivity and purchase of ICT devices 	
Professional Development	<ul style="list-style-type: none"> ● Provide training of teachers (by sending team of trainers to each school) ● Skill development in Pre- Service and In- Service teachers in areas like ICT applications, World Wide Web, Search and analysis of information, educational resources, change management etc. ● Skill development in Pre- Service and In- Service teachers in areas like ICT applications, World Wide Web, Search and analysis of information, educational resources, change management etc. ● Achieve a change in mindset of teachers to embrace ICT as a tool for teaching and learning ● Cascade model of teacher training in integration of ICT into education ● Core training for teachers in every school will be completed 	

	<ul style="list-style-type: none"> • Every teacher received 30-42 hours of training • Pre-service teacher training, In-service teacher training • Online training of teachers • Training cards development- to be filled by every trainee teacher, according to the training topics he/she wishes to participate in - in order to make training programs based on actual needs. • Teacher training in diagnosing learning difficulties and dealing with students with special needs. 	
ICT for Vocational Education	<ul style="list-style-type: none"> • Vocational programs development for professional skills of students in higher grades. • Implementation of such programs through partnerships with private sector. • Vocational programs to include community mapping, professional guidance tools, practical training, training manuals, etc. 	
ICT for Inclusion	<ul style="list-style-type: none"> • Health standards to be applied in schools; Initiating Health-promoting schools programs, capacity building health communication and awareness • Awareness programs, workshops, seminars and specialized training programs for local community, parents, etc on health, safety and other related issues • Curriculum and training programs for kindergarten • Education reinforcement program for drop-outs. Dedicated centres for such programs. This would avail the students certificates which will enable them to join the vocational training institutes and graduate at skill level. • Activating community contribution, developing teacher competencies 	

	<p>in illiteracy elimination programs, upgrading women' life skills and competencies</p> <ul style="list-style-type: none"> • Program of students with learning difficulties, specialized classrooms, specialized schools annexed to regular basic schools, resource rooms and specialized teachers for students with learning difficulties. 	
Whole school development	<ul style="list-style-type: none"> • Quality assurance system for all programs and services. • Education Information management System. • Adoption of both preventive as well as remedial methods. • Educative programs also supporting community, parents. • Enhancement of democracy, human rights culture, programs, activities, awareness, active participation • Develop schools' capacity within the framework of autonomy to take full ownership of their schools' ICT implementation. 	
Leverage efforts by Service providers, NGO & Other Partners for ICT in Schools	<ul style="list-style-type: none"> ○ Multi-stakeholder deployment work group. ○ Partnership between public and private sectors to develop e-content, access, infrastructure, professional development trainings, research, etc. ○ Developing partnership models to resource the schools. 	
Management, support, & sustainability	<ul style="list-style-type: none"> • Making necessary budgetary provisions associated with the capital and operational costs of ICT facilities • Multi-stakeholder focus group formation in different action areas • Inter-departmental Alliance • Total Cost of Ownership (TCO) analysis of the programs to guide 	

	corrections in future implementation	
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[Master Plan 2 \(2016 - 2021\)](#)

Seeding Innovations: Deeper integration, more interactivity and engagement

Key Dimensions	Target by 2021	Ownership
ICT for active learning	<ul style="list-style-type: none"> • Ensure that all schools achieve an advance level of ICT use • ICT proficiency in certification & selection of teachers • Producing own digital content and expanding the resource base for others to share • Innovative use of ICT in daily learning- Model ICT Schools to take lead 	
ICT-led Connections between curriculum, instruction and assessment	<ul style="list-style-type: none"> • Alternative pedagogies (inquiry-based learning and problem-based learning, e-learning, web 2.0, etc) • Conducting further research on developing and prototyping pedagogical models • Curriculum management system 	
ICT for Teachers' professional and personal growth	<ul style="list-style-type: none"> • Schools ready to start advanced training • Focus on improving the capabilities and skill sets of teachers continuously • To have a cadre of teachers with strong pedagogical grounding as "specialist teachers" in schools to lead the other teachers in the effective integration and infusion of ICT into daily lessons and curricula. 	
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<p>ICT for school improvement, improved capacity</p>	<ul style="list-style-type: none"> • Academic acceleration program/Activation of excellent student' care- for academically excellent students to develop their abilities further - both academic and vocational opportunities- at least 60-80 students annually from grades 2-8, development of work plan, enrichment activities, development of tests to measure the bright students' abilities, implementation plan. • Set up a Government, Academia and Industry Focus Group to review the existing course curriculum, find out the gap areas, the ICT Core-Technical-Profile of an ICT professional, etc • Fully support schools that are ready to achieve higher levels of ICT use in education by introducing more recognition schemes • Develop schools' capacity within the framework of autonomy to take full ownership of their schools' ICT implementation. • Setting up of Finishing Schools for providing additional exposure and hands on experience to students and make them readily employable. 	
<p>Infrastructure support</p>	<ul style="list-style-type: none"> • Further build up infrastructure where it is needed to upgrade the technology to maximise the potential of ICT- in phases according to readiness of schools and teachers. 	
<p>Active research in ICT in education</p>	<ul style="list-style-type: none"> • Maintain a directory of resource persons and support institutions for facilitating their participation in the ICT programs • Repository of best practices and replicable models 	

[Master Plan-3 \(2021 - 2025\)](#)

Transforming the learning environment as a continuum of Master Plan-1 and Master Plan-2

Key Dimensions	Target by 2021	Ownership
<p>Lessons learnt from Master Plan-1 and master Plan-2</p> <p>Strengthen competencies</p>	<ul style="list-style-type: none"> • Bring ICT into the core of the education process - from planning and design of lessons to testing • Work through implementation details of curriculum and assessment with integration of ICT • Continue to upgrade the capabilities of all teachers. • Improve the sharing of best practices and successful innovations • Facilitate and support the establishment of educational labs, where innovations can be prototyped and tested and training for both the "specialist teachers" and the student teachers can happen. 	
<p>Tailor learning experiences according to the way that each student learns best</p>	<ul style="list-style-type: none"> • Visualisation and simulation of scientific phenomena that can help enhance learners' understanding. • Personality Development and Corporate Grooming including information communications skills, thinking & problem solving, inter-personal and self-directional skills, Collaborative Skills, Accountability and Adaptability skills, social responsibility, Global Awareness, Financial, Economic and Business Literacy and Civic Literacy, Soft-skills Development such as Emotional Awareness, Stress Management, Anger Management, Time Management, Leadership skills, Team building, Relationship Management, Life Style Management etc., and Trade specific courses. 	

Encourage students to go deeper and advance their learning	<ul style="list-style-type: none"> • Need to build a stronger association between innovation and practice • Network of education labs and involvement of apex institutions 	
Learn anywhere	<ul style="list-style-type: none"> • Help schools move further up the ICT value chain; Increase computing power while costs expected to decrease- allow for anywhere anytime learning • Put computing power directly into every learner's hands, i.e. low-cost laptop, PDA, etc for mobile learning. 	

STRATEGIC APPROACH FOR IMPLEMENTATION

The Directorate of Education shall have jurisdiction in primary, secondary, Higher, and technical education. It shall also have oversight responsibility for policy implementation, and monitoring and evaluation. It shall have the power to delegate responsibility, review roles and responsibilities of supporting institutions or organizations that have a stake in ICT in education in Haryana. The prerequisites will be:

- The masterplan will be made public to all stakeholders.
- An ICT in education Coordination Unit will be established to oversee the integration of ICT in the education system and shall have the following roles and responsibilities:
 - o Overseeing the implementation, revision and proper incorporation of the plan
 - o Develop detailed cost strategic implementation plan that takes total cost of ownership into consideration.
 - o Monitoring and evaluation
 - o Harmonizing and streamlining implementation efforts between all stakeholders and implementers, to avoid redundancy and maximize impact.
 - o Developing and executing communications plans that targets all stakeholders, implementers and beneficiaries at all levels.
 - o Interfacing and coordinating efforts with the private sector.
 - o Liaison with ICT coordinators in other departments and government agencies.
- The Unit will be adequately staffed with qualified individuals in the areas of technology, education, educational technologists, project managers, and researchers. This Unit will be directed by a senior qualified individual to drive the implementation and strategies under this Unit and will report to the Principal Secretary, Govt of Haryana.

- The unit shall be strategically overseen by an Executive Committee, which will have representation from most relevant stakeholders from the government, and from the private sector at the state and national level. The committee will oversee the implementation and progress of the unit, and will provide strategic direction.
- The unit will be empowered to have authority to follow up and coordinate efforts among all implementers.
- The implementation of this master Plan will be via a partnership approach involving the community, private and public organizations, and development partners.