

**EDUCATION POLICY –2000
FOR THE STATE OF
HARYANA**

PART – I

INTRODUCTION

7. The Government of India's National Policy on Education, 1986 (modified in the year 1992) is a forthright statement on Education as an empowering agent. The country has reached a stage in its economic and technical development where a major effort must be made to derive maximum benefit from the assets already created and to ensure that the fruits of development reach all sections . The NPE, thus, rightly identified for focussed attention and intervention, a number of thrust areas which inter-alia included education for equality at all stages of education, open learning systems, promoting efficiency and effectiveness at all levels and making the system work through effective management of education.
8. The Central Government while making certain modifications in NPE (1986) in 1992 took a significant decision to direct the State Governments to have their own State Programme of Action for implementing the thrust areas of the policy in view of local conditions keeping the spirit of NPE intact. The State of Haryana also devised its own State POA in 1994. The NPE further provided for a periodic review of the thrust areas in consonance with the dynamics of education related needs and aspirations of the populace. Hence the need now to identify new areas of action & take suitable policy initiatives .
9. 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.
10. At this stage of development, the education agenda of the state requires 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. The overall objective is to make education relevant to the emerging environment by way of encouraging socially & economically productive skills.

11. Haryana, which was carved out of the erstwhile Punjab in 1966, had come into existence 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 on the economic front, like providing electricity, metalled roads and potable water to all the villages besides giving thrust to industries alongwith technical and material inputs in agriculture. The life expectancy and per capita income of the state have risen considerably. During the same period the literacy rate has risen to 55.85% as compared to the national average of 52.21% (1991 census). This has to be viewed in the context of the fact that in 1966 at the time of reorganisation the State's literacy rate (19.92%, Census 1961) was lower than the national average (27.76%, Census 1961).
12. Despite the major strides made by Haryana, the State ranks among the lowest in the country in many of the HRD indicators. For instance, the birth rate in the State remains higher than the national average and far above the replacement level. During 1981-91 the sex ratio between males and females has gone down from 878 to 865 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.
13. At the time of initial thrust for universalisation of elementary education, there was voluntary community participation. Most of the schools in the rural areas were made by the panchayats or the communities and the land for the schools was given free of cost by the panchayats. The efforts of the State at universalisation of elementary education increased the coverage extensively, yet, it led to a system of centralization at the cost of community participation. Today the community and the panchayats stand alienated from the monolithic educational infrastructure that has evolved in the State.
14. Although it is a matter of great satisfaction that enrolment of children has crossed the 90% mark (private schools enrolment included), and accessibility of schools has improved considerably, yet, many of the disadvantaged and weaker sections and physically and mentally challenged groups have largely remained outside the ambit of elementary education. In order to achieve universalisation of elementary education, the needs of these special groups will have to be addressed. Any further progress in increasing the percentage of enrolment would necessarily demand that education is made accessible to these sections by making it more relevant and flexible as per their requirements.

15. Recognizing the child's fundamental right to education, serious thought would also need to be given to the question of making appropriate provisions in the Constitution so that full benefits of the UEE are derived by the 6-14 years age group.
 16. 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. Special efforts need to be made to increase the access of higher education for this section.
11. After having reached a satisfactory degree of universalisation of elementary education, the State is now concerned 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.
 12. Any further progress, even on the economic front, will only be possible by increased expenditure on 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.
 13. 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. Strategies will have to be evolved to allow a degree of greater autonomy to these institutions so that the support of the state resources is no longer necessary.
 14. When a review of educational scenario of the state is done in the year 2000, we cannot close our eyes to the emerging socio-

economic scenario in the country and the world. Major technological advances have been made, especially in the field of information technology. 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. A necessary thrust has to be generated 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.

15. 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. There have been statewide debates and workshops at various levels involving educationists and community leaders which have resulted in giving direction to the State's Education Policy 2000.

PART-II EDUCATION SCENARIO-2000

1. Literacy rate 1991 census

HARYANA

RURAL			URBAN			TOTAL		
Male	Female	Total	Male	Female	Total	Male	Female	Total
64.78	32.51	49.85	81.96	64.06	73.66	69.10	40.47	55.85

INDIA

RURAL			URBAN			TOTAL		
Male	Female	Total	Male	Female	Total	Male	Female	Total
57.87	30.62	44.69	81.09	64.05	73.08	64.13	39.29	52.21

In 1966 Haryana had a literacy rate lower than the national average. In the year 1991, the literacy rate in Haryana is above the national average. There is, however, ample scope to make improvements as Haryana State ranks 21st in the country. Literacy rate in respect of rural females, though higher than the national average, is low and is an area of serious concern. In fact in a number of Districts of the State, female literacy is lower than the national average.

2.2

Number of Institutions		Primary	Middle	High & Higher Secondary	Colleges	Universities
	1966-67	4449	735	597	45	1
	99-2000	10399	1776	3975	167	3
Location of Colleges		Urban Areas			Rural Areas	
	Govt. Colleges	27			28	
	Non-Govt. Colleges	74			38	
	Total	101			66	
Availability of Schools at a radius on an average.	Primary	1.13 Kms				
	Middle	1.6 Kms				
	High	2.00 Kms				
	Senior Secondary	3.8 Kms				

There has been a quantitative expansion of educational facilities both at school and higher education levels since the inception of the State. Though physical access is no longer an area of major concern, the urban-rural bias in location of higher educational facilities needs to be corrected.

2.3

Enrolment		Primary Stage	Middle Stage	High & Higher Secondary	Colleges	Universities
	1966-67	534764	250673	376080	29001	908
	1998-99	2103531	925635	659083	162862	11010

Percentage of School going children with corresponding age-groups population:

	1966-67			1998-99		
	Boys	Girls	Total	Boys	Girls	Total
Primary Stage (I – V)	80.7	34.7	58.9	82.57	84.65	83.54
Middle Stage (VI – VIII)	56.2	16.3	37.3	67.88	61.74	65.05

The enrolment at various levels has increased since 1966-67, yet the goal of universalisation of elementary education still remains to be realised. Further, retention of children specially girls, at elementary and middle level poses a formidable challenge.

Percentage of girls at different levels of education is still low. Therefore concerted efforts are required to increase enrolment of girls.

2.4

Enrolment In Higher Education (including teachers training colleges & universities)		<u>1966-67</u>	<u>1998-99</u>
	Boys	22922	95597
	Girls	6079	74275
	Total	29001	173872

Expansion of educational facilities at school level coupled with literacy programmes, have created additional demands on higher education. The enrolment at higher education has increased manifold. Higher education however faces the challenge of becoming job-oriented and relevant to the changing environment.

2.5

Drop-out	1996-97			1998-99		
	Boys	Girls	Total	Boys	Girls	Total
Primary Stage	16.65	20.72	18.55	11.53	12.92	12.17
Middle Stage	17.44	19.09	18.14	11.77	11.82	11.79

Drop-out rate of boys and girls at primary and middle stage continues to be high. Urgent steps are required to address this area.

2.6

No. Of Teachers		Primary	Middle	High & Higher Secondary	Colleges	Universities
	1966-67	12960	7701	11813	1286	147
	1998-99	46502	7963	52135	4854	885

2.7

Teacher Pupil Ratio		Primary	Middle	High & Higher Secondary	Colleges
	1966-67	1:43	1:30	1:18	1:23
	1998-99	1:45	1:32	1:21	1:34

Availability of teachers is not so much of a problem; the need is to ensure their proper and rationalised deployment.

2.8

% age of Schools Having Ancillary Facilities	Stage		Drinking Water	Urinal	Separate Urinal for girls	Lavatory	Separate lavatory for girls
	Primary	India	44.23	18.93	08.66	10.86	05.12
		<i>Haryana</i>	<i>76.95</i>	<i>56.30</i>	<i>27.10</i>	<i>15.77</i>	<i>08.72</i>
	Upper Primary	India	63.47	48.44	31.54	29.88	17.17
		<i>Haryana</i>	<i>92.56</i>	<i>88.24</i>	<i>72.08</i>	<i>43.27</i>	<i>30.02</i>
	Sec. Education	India	83.46	76.96	62.56	57.35	40.81
		<i>Haryana</i>	<i>97.52</i>	<i>97.61</i>	<i>88.37</i>	<i>69.47</i>	<i>49.06</i>
	Sr. Secondary	India	93.65	92.78	77.94	81.12	62.84
		<i>Haryana</i>	<i>98.13</i>	<i>98.88</i>	<i>86.94</i>	<i>87.31</i>	<i>68.66</i>

The state has reasonable facilities with regard to drinking water, separate urinals / lavatories for girls in schools, yet the facilities need to be expanded to cover all the institutions / rural areas.

2.9

Budget of Education Department		Primary	Secondary Education	Higher Education
	1966-67	86.97	168.03	22.45
	1999-2000	21726.63	64491.73	19724.91
% age of Budgeted Expenditure on Education to total budget	India	Haryana		
	19.60	12.95		

%age of State GDP on Education	Expenditure on education 2.1% (Planning Commission Recommends 6%)	
%age of State GDP on	<u>96-97 97-98</u> Primary Education 0.6% 0.6% Secondary Education 1.2% 1.2% Higher Education 0.3% 0.3%	
%age of Expenditure on Development , Non-Development Activities		<u>1998-99 1999-2000</u> 98.00% 98.04% 1.58% 1.55% 0.42% 0.41%
Inter Department GDP Share of Budget (1997-98)	<u>Primary Education Secondary Education Higher Education</u> 0.60% 1.20% 0.30%	
Inter Department Share of Budget in %age(1998-99)	<u>Primary Education Secondary Education Higher Education</u> 24.20% 64.70% 11.10%	

Though the budgetary allocation for education has increased over the years yet a major portion of the allocation is expended on salaries leaving small sums for developmental and capital works. The national average of the budgeted expenditure to the total budget is 19.6% on education whereas the State percentage is 12.95% only which is among the lowest in the country. The Planning Commission has recommended 6% of the State GDP to be spent on education whereas the present State allocation is only 2.1% (97-98) of the State GDP. Hence, the need to increase allocation for education and to rectify inter-departmental imbalances.

PART-III

POLICY OBJECTIVES

1. The State Govt. shall accord topmost priority to Universalisation of Elementary Education and take all necessary steps to achieve this objective by the year 2005.
2. The State Govt. shall support the endeavour of Govt. of India to declare elementary education a fundamental right of the child besides amendments in Article 51 of the Constitution enjoining upon the parents the fundamental duty of sending their children to schools.
3. The State shall strive towards achieving a substantial increase in both public and private investments in education so that the public investment goes upto 6% of GDP by the year 2010 A.D. and the total investment including private investment goes upto 10% of the GDP in the same period.
4. The State Govt. shall take effective steps to encourage transfer of elementary educational institution to the PRIs and the Urban Local Bodies in a bid to empower the community and other stake holders.
5. The State shall elicit active participation of Village Education Committees , Mother Teacher Associations, Parent Teacher Associations in management of education.
6. The State shall promote NGOs to play a key role in the qualitative and quantitative expansion of education.
7. The State shall focus on reducing disparities based on gender, region, class, category including children of special focus groups etc. Based on the principle of equality and social justice, it will aim at creating an appropriate environment which allows and encourages children including girls, special and challenged children to develop their full potential and contribute to the nation's growth.
8. Recognising the central role of teachers in education, the State reposes 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 pre-induction training for both school and college teachers.

9. The State shall endeavour to reorient the educational system so as to make it holistic, qualitative, socially and economically productive and relevant to the fast changing socio- economic environment.

Emphasis would be laid on acquisition of relevant knowledge, skills and values and their application to real life situations.

10. The State shall take effective steps to minimize wastages and enhance productivity in education. This would include efficient management of resources, review of teaching methodologies, updation of course curriculum, review of evaluation system etc.
11. Education shall be merit driven. Recruitments / appointments, promotions, postings, transfers, deployments shall all be based on merit alone within the overall frame work of the state policy.
12. The State shall strengthen the teacher-institution link and discourage dislocations.

13. The State Shall introduce computer education at school and college levels to translate into action the I.T. policy.
14. Keeping in view the demands of globalization of economy and advent of information technology, the State Govt. shall endeavour 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. shall accord priority to the introduction of vocational, I.T., technical, need-based courses in higher education.
15. 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 shall be introduced in all primary schools from class I.
16. The State Govt. shall 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 Rural areas will get special attention.

17. For policy planning, coordination as also for maintaining academic standards in higher education, the State Govt. shall endeavour to establish the State Council for Higher Education as a statutory body. The State shall endeavour to make the teachers training institutions autonomous.
18. With a view to providing necessary freedom for innovation and creating a climate to meet futuristic demands, the State Govt. shall encourage private investment, self-financing in higher education.
19. Suitable mechanisms for enhancing accountability at all levels shall be evolved and adherence to a code of professional ethics enforced.
20. The State Govt. shall endeavour 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.

21. Reforms in examination and evaluation system is 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. shall advise the State Universities to have an inbuilt mechanism to address these areas.
22. As a part of recognizing merit and promoting excellence, the State shall endeavour to honour best institutions, meritorious students, best teachers and best heads of institutions.
23. The State shall endeavour to make NCC, NSS, sports, value education, environmental education, yoga, scouting etc. as an integral part of institutional activities.
24. 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. shall endeavour to encourage/strengthen existing facilities in distance/open-learning systems.

PART-IV

IMPLEMENTATION STRATEGIES

4.1 *School as a planning unit*:- Schools would be strengthened as institutions in order to make them truly effective. The school shall be a full fledged institutional entity with its own goals and plans & not a mere recipient of orders from "above". Consequently, planning and management at the level of schools would be encouraged.

4.2 *Decentralisation of Educational Administration*:- The state shall endeavour to decentralise the educational system in such a way that it empowers the stakeholders and the Panchayati Raj Institutions and urban local bodies. In general, the participation of parents, communities and grass root level local bodies will be encouraged through formation of Village Education Committees / Village Construction Committees.

These committees shall be constituted by necessary amendments in the Panchayati Raj Act and the Municipal Act and empowered to undertake repair & maintenance work as also additions and alterations to the tune of Rs. 1.25 lacs on each work.

The school would be viewed as embedded in the community. A continuous, mutually supportive school – community interaction / dialogue would be encouraged. The processes of micro-planning and community mobilization would

strengthen the school-community link. Formation of bodies such as Village Education Committees in villages would create community ownership of the school and generate community support for it.

Attempts to strengthen the school as an institution would be accompanied by parallel changes in the existing district and sub-district level administrative structure. Appropriate changes would therefore be made at the district and sub-district level so as to reorient the present administrative system to be responsive to the needs of the school, have respect for the autonomy of the school, and play a supportive rather than punitive role.

4.3 Quality in delivery of primary education :- The emphasis will now be on improving quality of education being imparted in the schools. Improved and child-friendly text books, Teaching Learning Materials, Action Research by the practising teachers to identify hard-spots in learning, improving the system of lesson- transaction within the class room will form the thrust areas in the field of pedagogical improvement. The approach will include the various pedagogy related inputs in a comprehensive way based on locally defined needs and field realities. The practising teachers would be involved in the process of pedagogical change, revival and renewal. Solutions would be arrived at locally. The school will become the focal point providing the requisite growth environment not only for the students but also the teachers.

4.4 Introduction of English from class-I :- To prepare children particularly in rural areas to face and meet the challenges thrown up by the changing environment, English will be introduced as a subject from class -I. The existing staff would be trained and oriented to shoulder this new responsibility. The endeavour would be to encourage multi-grade teaching under situations where there is a paucity of teachers.

4.5 Capacity Building of teachers :- Besides in-service training, induction and in-school training would be introduced. Training would be need-prompted and based on feed back received from the schools. The talents and aptitudes of teachers would be collated to promote their inherent talents through training. The practising teachers will be encouraged to associate themselves with pedagogical work and researches. Effective linkages will be established between the schools and DIETs and SCERT which would be suitably strengthened and made autonomous so as to be able to play a more meaningful role in the drive for pedagogical revival in the State. The whole approach to training and manpower development will be motivational and inspirational as well as participative.

4.6 Strengthening the teacher-school link :- A new transfer policy will be evolved to ensure that rural schools in backward areas do not remain without teachers while at the same time making the whole issue of transfers more transparent, fair and equitable for the teaching community. All teachers would compulsorily do a five year stint in rural schools on first appointment. Transfers shall be an

exception and not the rule. No teacher shall be dislocated before five years in a particular school except for administrative exigencies.

4.7 Recognition of teachers :-Due recognition will be provided to outstanding and dedicated teachers in the form of rewards and their academic growth and development shall be given special attention. The objective would be to promote Intellect and Integrity. The role of the head of the institution in schools and colleges shall be reasserted. Besides, best institutions, best teachers and the best heads of institutions would be given due recognition.

A special incentive scheme would be introduced for villages attaining UPE, UEE and total literacy.

4.8 Community mobilisation and support :- Community mobilization will not be confined to merely encouraging the community to provide finances for creating physical assets at the village level. Nor will this mean the interpolation of another inspectoral/ supervisory level in the administrative hierarchy of education. It would mean involving and enlisting the support of the community as partners in the process of change happening in the schools. The community would be fully involved on all issues relating to developing the school plan for the village, understanding the problems of the girl child as well as issues of retention and repetition in the school in their village, providing health and nutrition support which is a form of learning preparedness for the children in the village. The village education committees will provide the window between the schools and the community. Village enrolment registers, health registers as well as the routing of incentives and scholarships will be maintained and done through the VECs. Thus, there will be a paradigm shift from a welfare approach where the villagers are seen as passive recipients to a development approach where the village community is an equal partner in the process of change. Recognising the role that women can play in the education of their children, mother- teacher associations would be encouraged in addition to PTAs.

4.9 Mainstreaming Special Focus Groups :- The State will also recognize the unique problems that special focus groups of children face, requiring convergence with other departments. Accordingly, Alternate Schools will be started for the yet un-reached girl-child with her home as the central place, for the street and working child who does not have a place to call a home, for the mentally and physically challenged child whose problems are rather unique. Under the Education Policy, the aim would be to ultimately main-stream these children from the Alternate Schools to regular schools. Learning packages will be developed to provide for open-ended entry and exit for such children as well as to take care of the educational needs of these children based upon their individual difficulties. In its effort to synergise the activities of the education department with other departments, anganwadis would be located in primary schools wherever space is available so that the system of having nursery classes in rural areas is also given shape. The ICDS workers will devote extra time to the

educational requirements of such pre-school children and there will be a functional linkage between the primary school teachers and the ICDS workers.

4.10. *Monitoring and Evaluation* :- Collation of data would take place on a continuing basis at the grass-root level. This would enable higher offices to have a variety of informed choices before embarking upon any policy initiatives. To familiar proper analysis and use of the of data so generated, the district and block level offices and also the head office would be computerized.

4.11 *Increased Allocation/Resource Mobilization for Education*:- The state shall endeavour to increase the allocation of funds for education from the present 2.1% of the state GDP to 6.0% of the state GDP by the year 2010 as recommended by the Planning Commission. The state shall in addition endeavour to encourage private initiative so as to take the total allocation of resources to 10% during the same period.

The State would acknowledge the role of the private sector as well as the community in owning up the responsibility of taking up the issue of educating the masses. With growing economic power, alternative options have started evolving and people in the rural areas have started sending their children to private schools. The government would not see the private initiative as competition. Rather, the Government would try to improve the quality of education in Government schools to bring these schools at par with private schools wherever such a necessity exists. However, the Government would regulate conditions to discourage an exploitative environment in private schools.

The State would encourage registration of college level societies comprising parents, Principals, elected representatives, social workers, alumni, Govt. representatives etc. Such societies would be empowered to raise resources and incur expenditure for the development of colleges in areas such as infrastructure, student/staff amenities, equipment etc. in colleges.

4.12 *Retention of Girl Students* :- In order to retain the girl students in the schools and to encourage enrolment of girls in the Colleges, there are certain special needs specific to this section which need to be addressed. The state shall endeavour to strengthen the necessary infrastructure in both schools and colleges which will encourage retention of girls in the schools and increase enrolment in colleges.

4.13 *Introduction of IT in Education*:- The state shall introduce Computer Education in schools, both urban & rural, at appropriate levels to prepare the next generation to face the challenges thrown up by globalisation of economy and establishment of information highways. Subject to availability of resources, the state shall endeavour to introduce Computers as aids in education at the elementary level also, for better appreciation of the subjects taught.

In addition to the usual courses in Colleges, the state shall endeavour to introduce Certificate / Diploma / Degree Courses in Computer Applications of relevance to the Industry.

4.14 Vocational Education:- The state shall endeavour 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 shall 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 shall also be allowed to be introduced in the evenings.

4.15 Replication of gains of DPEP:- The Programmes of DPEP-I & DPEP-II funded by the World Bank, in seven districts of the state have yielded commendable results. It shall be the endeavour of the state to sustain the gains of the DPEP and replicate them in the whole state, to the extent possible.

4.16 Optimum Utilisation of Infrastructure: - The state shall endeavour to optimise utilisation of existing infrastructure in schools and colleges by way of introducing shift system wherever required, and utilise the buildings for open learning courses in the evening.

4.17 Making Higher Education Relevant & removing disparities :-

The State shall introduce courses in emerging areas of education including vocational, technical, Information Technology etc. linking higher education with the world at work. The State will 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 will be established with off shore universities of repute and the industries to make courses respond to the fast changing demands of the market.

4.18 Remedial Coaching:- In addition to UGC sponsored scheme of remedial coaching both for annual examinations as well as for competitive examinations for students from focussed groups, the State Govt. shall broadbase the programme departmentally so as to cover all educational institutions in the State.

4.19 Autonomy :- With a view to providing freedom in designing courses, innovation, research etc. the State Govt. will take all necessary steps to confer autonomy on colleges having the potential to grow as centres of excellence.

4.20 Pre-induction and in-service training for college teachers :- Pre-induction training would be designed and imparted to newly appointed lecturers before they actually take up the teaching assignment. Human Resource Development would be a major thrust area involving intensive in-service training of teachers to enable them to grow and upgrade their knowledge and skills.

4.21 Open learning & distance education :- In order to realize the goal of education , as also to provide education at the door step to those who are not able to join regular courses , open-learning/distance education shall be strengthened.

4.22 Empowering women and focussed groups :- The State Govt. shall endeavour to empower women and focussed groups by strengthening existing network of Women Studies and Development Cells functioning in the colleges, expansion of hostel facilities for girls, remedial coaching, gender awareness programmes and gender sensitive curriculum.

4.23 Establishing State Council for Higher Education :- For planning and coordination of higher education as also for maintaining standards, the State Govt. shall endeavour to establish State Council for Higher Education as a statutory body.

Based on above implementation strategies, a detailed POA (Programme of Action) shall be prepared by the departments of Primary, Secondary and Higher Education to implement the policy objectives enlisted in the Education Policy for the State of Haryana,2000 within the overall framework of National Policy on Education,1986 (as amended in 1992).