



A Comprehensive Analysis Of Present Scenrio Of Education In Haryana

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Abstract: *The present paper has attempts to study the education level and various schemes of government for education at school level in Haryana. The important thing of the study is to highlight the development of education system. The study is based on secondary data by collected by Census of India, department of secondary school education, department of elementary education and Office of the Registrar General & Census Commissioner, Govt. of India, 2011. The biggest question is that still one third of the population of India and one fourth of the population of Haryana is illiterate.*

Key Words: Education, Literacy, School, Student, Illiterate, Population Elementry, Department.

Education means a form of learning in which knowledge, skills and habits are transferred from one generation to the next generation. The education plays a great role in developing country in every field. Education is the driving force for the national development and economic growth are very strongly depends on the education and these both are playing great role in developing a country. The education leads to enlightenment, brings happiness and is the source of civilized society.

"Education is for improving the lives of others and for leaving your community and world better than you found it." - Marian Wright Edelman (1992, p.9-10) therefore, education is extremely important for better understanding & awareness, increase of knowledge, character building, strengthens the morality, the true self, more wisdom & insight, the knowledge of right and wrong, creates better citizens, making life better, personal freedom, enhances human dignity, social justice and equality, mutual love and respect, mutual cooperation, tolerance and patience, discoveries and innovation, progress in science and technology, healthy & longer life, progress agriculture and industry and fostering cooperation among nations . In ancient times, India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he

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would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the holy scriptures and from Mathematics to Metaphysics. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India and Gwalior. The Central Board of Secondary Education (CBSE) is a national level board of education in India for public and private schools, controlled and managed by Union Government of India. The National Policy on Education, 1986 and the Programme of Action (POA) 1992 envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century.

PRESENT SCENERIO: According to the Census 2011, out of the provisional total population of 1,210,193,422 the number of persons aged 7 years and above is 1,051,404,135. Out of this 778,454,120 are literates and 272,950,015 are illiterates. Out of these 96,568,351 are males and 176,381,664 are females. While the overall literacy rate works out



to be 74.04 %, the male literacy rate is 82.14% and that for females is 65.46%. Today the literacy rate of India has been improved a lot, the most literate state is the Kerala with 93.91 percent whereas the least literate state is Bihar with 63.82 percent. The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). There are mainly three streams in higher secondary school education in India. To attain the hundred percent of literacy states governments are also work for it. Each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. The curriculum, pedagogy and evaluation method are largely decided by the SCERT in the state, following the national guidelines prescribed by the NCERT. According to census of 2011 the literacy rate of Haryana is 76.64 percent, having 22nd ranking in 35 (states and UT) of India.

OBJECTIVES OF THE STUDY- The present study is confined keeping in mind the following aims and objectives:

1. To study the present status of school education in Haryana state.
2. To find out the common problems that hinders the growth of education in Haryana.
3. To suggest some more measures to improve the education system in Haryana.
4. To find out more scope to improve the quality and quantity of education level in Haryana.

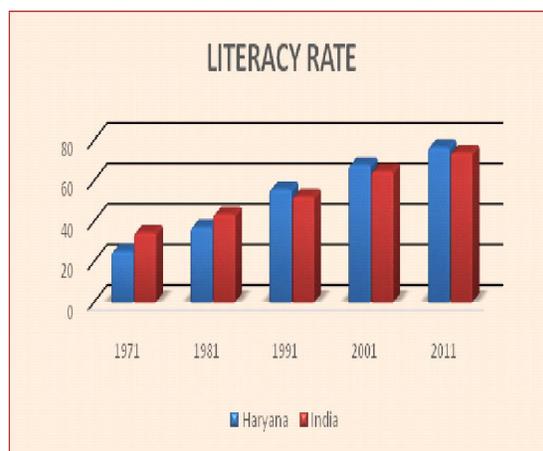
CHRONOCALLY DEVELOPMENT IN

EDUCATION- The state of Haryana was carved out of the composite state of Punjab on the 1st November, 1966. In that time there were 4449 primary schools in which 4344 were government and 104 were private. In 1966-67 total 735 middle schools were in Haryana out of which 704 were government and only 31 were private. The number of high/senior secondary schools were 597 in 1966-67 out of which 440 schools were government and 157 were private. The following table show the growth of schools as per census:

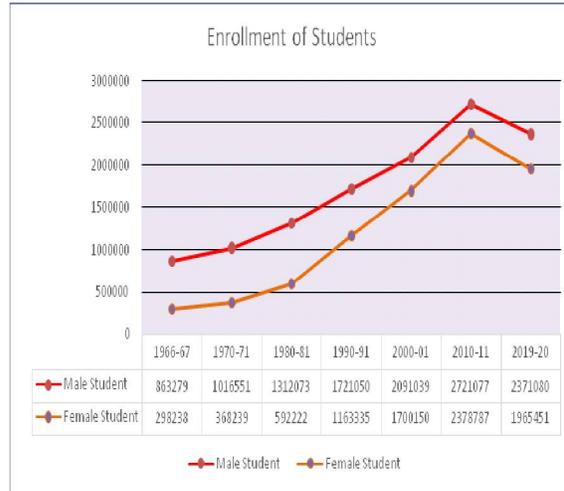
		Primary	Middle	High/Senior
1966-67	Govt.	4344	704	440
	Private	105	31	157
	Total	4449	735	597
1970-71	Govt.	4106	730	797
	Private	101	30	178
	Total	4207	760	975
1980-81	Govt.	4896	848	1226
	Private	65	33	247
	Total	4961	881	1473
1990-91	Govt.	4969	1249	1944
	Private	167	150	412
	Total	5136	1399	2356
2000-01	Govt.	8650	1211	2620
	Private	2390	676	1518
	Total	11040	1887	4138
2010-11	Govt.	9360	2331	3167
	Private	4644	1152	3816
	Total	14004	3483	6983
2019	Govt.	8686	2423	3327
	Private	3282	2044	2871
	Total	11968	4467	6198

The result of this growth in institutional set up help in increase of literacy rate in Haryana. In 1971, the literacy rate was 25.71 that was less than national literacy rate but after that it show higher in every census. The following table and graph show the development in literacy rate.

Year	1971	1981	1991	2001	2011
Haryana	25.71	37.13	55.85	67.91	76.64
India	34.45	43.57	52.21	64.84	70.04



Given below graph show the total students enrollment from 1966-67 to 2019-20.



To attain the high quality and hundred percent literacy in Haryana government implemented schemes and established institutional and fundamental set up for education. Some of them are can be counted as follow:

1. 22 co-educational Model Sanskriti Schools were set up in which 13 are in rural areas and 9 are in urban areas.
2. 36 Aarohi Model Senior Secondary school were established in which 33 are in rural areas and 1 in urban areas.
3. 36 Kasturba Gandhi Balika Vidyalayas were established in educationally backward blocks in 10 districts of Haryana.
4. The National Skills Qualifications Framework (NSQF) were launched to trained students in various skills like retails, security, automobile, beauty & wellness, Patient care assistant, IT and physical education & sports.
5. CM beautification of school scheme introduced in which winner school got Rs.5000 at block level and Rs.100000 at district level to all four level schools i.e. primary, middle, high and secondary.
6. Industry Linkage for 1065 govt. schools covered under CSS-VHSE across 22 districts of Haryana state to bring the quality in implementation of vocational education in schools.
7. Rashtriya Madhyamik Shiksha Abhiyan

(RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education. It was launched in March 2009. Important activities under the scheme are:(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas. (viii) appointment of additional teachers to reduce PTR to 30:1, (ix) focus on Science, Math and English education, (x) In-service training of teachers, (xi) ICT enabled education, (xii) curriculum reforms; and (xiii) teaching learning reforms.

8. The National Means cum Merit Scholarship (NMMS) is a centrally sponsored scheme conducted by the Ministry of Human Resources and Development (MHRD). The government of India provides the scholarship to 100,000 meritorious students whose parental income is not more than Rs.1,50,000/- per annum from all sources.

9. Provision of free books and uniforms for all girls students and SC students up to class 8th. The girl students studying in 6 to 8 classes and 9 -12 classes and belonging to SC and EWS are eligible for free uniform @ Rs.200/- per girl student.

10. Education Encouragement of Excellence (E.E.E) scholarship for Middle School Students .Rajiv Gandhi scholarship for excellence in education scheme is applicable for students studying in class 6 to 12. Enlarging the scope of the scheme six scholarship are to be awarded to two students (one boy and one girl) standing first in the previous class in each of the 6 to 8 class in each School @ Rs.750/- p.a. per student.

11. Monthly stipend for BC and BPL(below poverty line) students of class 1 to 8.

12. Post matric scholarship for SC/ST/OBC of weaker section.

13. Stationary incentive to all BC and BPL once in a year.

14. Stipend Scheme for the Welfare of Grand



Children of Freedom Fighters. Recipients of the scholarship can get up to INR 1000 per month and other benefits.

15. National Merit Scholarship Scheme (CSS Plan) Two scholarships are provided for the 9 class per Development Block to the meritorious students studying in schools in rural areas @ Rs.250/- per month for 10 months which is renewable for 10 months in 10 class.

16. National Talent Search Scholarship Scheme (Plan) This scheme is run by S.C.E.R.T Haryana for training the students studying in 8th and 10 class

17. Pre Matric Scholarship to those children whose parents are engaged in unclean occupation for classes VI to Xth.

18. Merit Scholarship to SC girl students studying in IX to XII classes. The girl students of scheduled castes who get First 10 positions in the district are eligible for Scholarship under the scheme.

19. Free Laptop Scheme: under this scheme laptops are given as, First 100 toppers (without caste, gender or income limit) of 10th state board examinations, Top 100 girls in general category, Top 100 boys from scheduled caste (SC) category, Top 100 girls belonging to scheduled caste (SC) category and Top 100 students from Below Poverty Line (BPL) category.

PROBLEMS IN ACHIEVING GOAL-

although after spending lot of money and time on these educational schemes still optimum goal is so far. In my view here some reasons behind this

mismatch of input and output:

1. Lack of planning.
2. Proper execution of work.
3. Lack of team cooperation.
4. Disregarded attitude of government officials.
5. Non-teaching work of teaching staff.
6. Lack of teachers training.
7. A gap between teachers and parents.
8. Up to 30% teachers post vacant.

CONCLUSIONS- After the existence of Haryana, more than the double the primary school are established while middle and high/secondary/ senior secondary schools are established 6 times and 10 times respectively. Literacy rate increased 3times i.e 76.64 percent in 40 years that is higher than the national literacy rate. The present study shows that the difference between total number of boys and girls students decrease in comparison to 1966-67 in 2019-20. If the work, policy and schemes handled with honesty, competency and in right manners, the results will definitely fruitful and sweetened. It is not only the duty of state government to take effective measures but every person should also be conscious regarding the importance of education.

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