

CHAPTER XV

EDUCATION AND CULTURE

EDUCATION

In earlier times, elementary education and special religious instructions were imparted in *pathshalas* and *dharamshalas* where pupils were mainly Brahmin boys. The Muslim rulers established *Madrastas* and *Maktabs* for education of Muslim pupils, and in these institutions no distinction was made between religious and secular education. Before the advent of the British the education system in the area comprising present day Jhajjar district continued to operate on the traditional lines in indigenous schools.

The progress of modern school education system in the area remained quite slow upto the end of the nineteenth century. In 1880s, there was one aided English School at Jhajjar, two vernacular middle schools at Bahadurgarh and Badli, nine primary schools and a Government *zenana* school situated at Jhajjar.¹ In 1896, a middle school was opened at Jhajjar town. Further, in 1915, the Gurukul Jhajjar was founded. In 1924, middle school at Jhajjar town was upgraded to high school. A middle school named A.V. Upper Middle School, now a Government Senior Secondary School, was opened at Dujana in 1930. In 1958, Jhajjar Education Society was formed which established Nehru College, Jhajjar. Government Polytechnic, Jhajjar came into existence in 1961, High School Jhajjar was upgraded to Higher Secondary School in 1985. One *Kendriya Vidyalaya* (Central School) was established in Jhajjar under the aegis of the Government of India on 24th November, 1967 to cater to the educational needs of children of transferable Central Government including defence and para-military personnel. New Government Colleges were opened in Dujana and Dubaldhan in 1969 and 1973, respectively. To train the youth, to impart knowledge and

¹ Rohtak District Gazetteer, 1883-84, p. 117

skill in them to help for their employment, Mini Industrial Training Institute was started by State Government in 1982. With aims of providing high quality education facilities to students from rural areas of the country, who were generally financially weak also, for training them in excellence and for providing social justice, under the National Policy on Education (NPE) of 1986 the First Navodaya Vidyalaya of the Country was established as a residential school at village Kiloj of Jhajjar in 1988. The NPE also provided for free and compulsory education of all children below the age of 14 years. To give special encouragement to girls, the Haryana government allowed free education for girls up to secondary level in government schools. The number of Government educational institutions, stage wise, in the district, in 1997 and in 2018 is given below:-

Stage of Government Educational Institute	1997	2018
Primary School	244	297
Middle School	42	55
High School	102	43
Senior Secondary School	5	132
Industrial Training Institute (I.T.I)	1	11
Degree College	4	11
Government Polytechnic College	1	1
Engineering College	-	1
School for Teacher Education	-	1
Total	399	552

Besides the government schools, there is sufficiently large number of private schools to serve good quality school education to the children of the district.

EDUCATIONAL SET-UP

At district level, after the reorganisation of the educational set up in 2005 the schools up to middle standard have been put under the control of District Elementary Education Officer subject to the general control of

Director of Elementary Education Haryana, Panchkula. The High and Senior Secondary Schools are controlled by District Education Officer subject to the general control of Director of Secondary Education Haryana, Panchkula. He is assisted by three Deputy District Education Officers. The District Education Officer and Deputy District Education Officers are also assisted by five Block Education Officer working in five blocks, namely Jhajjar, Beri, Bahadurgarh, Matanhail and Salhawas. To see the interest of Mathematics and Science in the district, two posts of District Science Specialist (DSS) and District Mathematics Specialist (DMS) have also been created.

MEDIUM OF INSTRUCTIONS

Language is the most important medium of communication and occupies an important place, as a tool to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country, in the National Policy on Education which recommended one language at primary level, and addition of more languages from upper primary level onwards.

In the district, Hindi is a preferred medium of instructions in all Government and recognized schools, it being the State language, followed by English as second language. English, earlier, was introduced at Class-VI level but under the Education Policy, 2000, English is now introduced in all primary schools from Class I as a step towards removal of rural-urban disparities among students at the elementary level and to equip them with the necessary linguistic skills. Third language subjects like Sanskrit, Punjabi, etc., are introduced in Classes VII to VIII. In some private schools, Urdu and other languages, as additional subjects, are also taught.

GENERAL EDUCATION

The whole education from pre-primary or nursery level up to university level comes under the purview of General Education. Pre-primary schools are the latest inclusion in the present education set-up where education is imparted through playway activities. Block and Stage-wise number of schools

in the district during 2017-18 are given below:-

Block	Number of schools			
	Primary	Middle	High	Senior Secondary
Beri	43	11	6	20
Bahadurgarh	84	11	21	40
Jhajjar	84	11	10	32
Matanhail	46	8	3	24
Salhawas	40	14	3	16
Total	297	55	43	132

The position in respect of different grades of schools as well as of colleges imparting higher education in the district is detailed below:-

Pre-primary schools.— Non-formal pre-school education is provided to children in the age group of 3-6 years through play-way methods in order to prepare them for formal schooling. Pre-primary classes include Nursery, Kinder Garten (K.G.), Montessori, Pre-basic, Play school, etc. For physical, intellectual, social, mental and emotional growth of the children of this age, there are 1,130 *Anganwadi* centres being run by the Women and Child Development Department with the cooperation of *panchayats* under Integrated Child Development Services (ICDS) scheme in the district. It aims to provide a learning environment for promotion of social, emotional, cognitive, physical, and aesthetic development of the child besides aiming at total development of children by providing them integrated nutrition, immunization, and health services. A lot of pre-primary schools, private schools in particular, have come up in villages and towns. Even many Secondary schools have classes starting from pre primary level.

Primary School Education.— Primary education was made compulsory during third five year plan (1961-66) and it covers a education period of five years from class-1 to class-V; and children of age-group 6-11 years. Under the provisions of the Right to Education Act, 2009, the education at primary stage in the district is free and compulsory. Almost every Panchayat area has a primary school. In the district, 297 Government and 45 recognised primary schools with

a teacher-pupil ratio of 1:40 were functioning as on 31st March, 2018.

Middle School Education.— The schools providing education from Standard I and upward up to and inclusive of Standard VIII are classified as Middle Schools. Under the provisions of the Right to Education Act 2009, free and compulsory education is provided to children of the age 6-14 years in all government schools. Besides the free education some incentives like stipend, text books, uniform, stationery, etc., are provided to the eligible students. As on 31st March, 2018 there were 55 Government and 80 recognised middle schools in the district. The high schools and senior secondary schools are also providing the facility of middle school education in the district.

Mid-Day Meal Scheme.— To give a boost to the universalisation of primary education by increasing enrolment, retention, and attendance and to improve the nutritional status of children in the primary classes (I-V), the National Programme of Nutritional Support to Primary Education, popularly known as the Mid Day Meal Scheme, was launched nationwide on August 15, 1995 in all the Government schools, which was extended in 1997-98 to cover all the children studying in primary classes even in local body and Government-aided schools. The programme has been improved multiple times at national level. It has been extended to all the middle schools in the State since April, 2008 and the caloric value of the mid day meal for upper primary was fixed at 700 calorie and 20 grams of protein. This is one of the largest school nutrition programmes in the world today.

In 2017-18, this scheme covered 297 Government Primary schools, 55 Government Upper Primary Schools in the district. The cooking cost norms stood at ₹5 per student for class 6 to 8 and ₹3.34 per student for class 1 to 5. Under this scheme 1,040 cook-cum-helpers were employed, who were being paid an amount of ₹2,500 per month for their services. Education Department provided menu in which there were total 10 recipes among which 5 were wheat based and 5 were rice based. State, District, Block and School level officers/officials and School Management Committee members were responsible for regular monitoring.

Secondary and Senior Secondary School Education.— The schools providing education for Standard I and upward up to and inclusive of Standard X are classified as Secondary or High Schools, whereas schools providing education for Standard I and upward up to and inclusive of Standard XII (10+2) fall under Senior Secondary School category.

Besides preparing a broad base for admission to higher courses, secondary/senior secondary schools offer a variety of courses calculated to meet the requirement of those who wish to earn their livelihood after some specific training because for a majority of students secondary/senior secondary education is of terminal character. The policy of starting Senior Secondary Schools with diversified elective groups like Humanities, Science, Commerce, Agriculture, Fine Arts, Home Science, etc., was initiated in 1957 on the recommendations of Secondary Education (Mudaliar) Commission. In order to implement the improvements brought in the National Policy of Education, 10+2 (Ten plus two) system of education was introduced in Haryana State from April, 1985, wherein the first year is called XI standard or +1 (plus one) and second is XII standard or +2 (plus two). In 1988, vocationalisation of secondary education was introduced as a centrally sponsored scheme with the main objectives of enhancing employability, reducing the mismatch between demand and supply of skilled manpower, and providing an alternative for those pursuing higher education without particular interest or purpose.

As on 31st March, 2018, in the secondary education segment, there were 43 Government and 94 recognised high schools, and in the senior secondary education segment 132 Government Senior Secondary Schools including the 10 Government Model Senior Secondary Schools at Matainhail, Ladain, Beri, Jhajjar, Nuna Majra Bahadurgarh, Jahazgarh and Salhawas, a Jawahar Navodaya Vidyalaya, a Kendriya Vidyalaya, and 123 recognised Senior Secondary Schools were imparting education to the students in the district. National Cadet Corps, National Service Scheme and Scouts units were being run in selected institutions. At secondary stage, students belonging to reserved categories and those living Below Poverty Line are given certain incentives like stipend, etc. The stage-wise enrolment of students in the schools

of district Jhajjar during 2017-18 is given below:-

Class	Boys	Girls	Total
I to V	9,612	10,837	20,449
VI to VIII	7,275	8,520	15,795
IX to 10+2	10,901	11,757	22,658
Total	27,788	31,114	58,902

The stage-wise growth of schools in the district from 1997-98 to 2017-18, and number of students enrolled in its Government High and Senior Secondary schools from 2005-06 to 2017-18 is given respectively in Table-XL and Table-XLI of the Appendix.

Public Schools.— A number of public schools have mushroomed in the district during the past few decades, some of which are branches of chains of schools. These schools, managed by private bodies, trusts or under personal management of individuals, are usually English medium schools and run classes from pre-primary up to Senior Secondary. These schools are generally co-educational and charge quite high fees, so only middle class people or rich persons could afford to send their children to such institutions. After Right to Education Act, 2009, such institutions have been mandated to offer certain percent of seats to students of economically poor strata in the district. In 1997, there were 178 public schools in the district which increased to 351 in 2018.

National Institute of Open Schooling (NIOS).— NIOS is "Open School" to cater to the needs of a heterogeneous group of learners up to pre-degree level. Historically, it was started as a project by the Central Board of Secondary Education (CBSE) in 1979, and in November 1989 the Ministry of Human Resource Development (MHRD), Government of India set up the National Open School (NOS). In July 2002, it was renamed as the National Institute of Open Schooling (NIOS). It offers Open Basic Education (OBE) Programme for 14+ years age group, adolescents and adults at A, B and C levels that are equivalent to classes III, V and VIII of the formal school system, secondary/ senior secondary/ vocational education courses, and life enrichment programmes.

The NIOS centres in the district function under the control of Regional Director, Regional Centre-Delhi-I. At the Secondary and Senior Secondary levels, NIOS provides flexibility in the choice of subjects/courses, pace of learning, and transfer of credits from Board of School Education, and thus enable learner's continuation. A learner is extended as many as nine chances to appear in public examinations spread over a period of five years. During 2017-18, there were 34 centres of National Institute of Open Schooling (NIOS) in the district which have been enlisted in Table XLII of Appendix.

SARV SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) was launched in Haryana in April, 2002. SSA, a flagship programme of Government of India, is being implemented in partnership with the Centre to cover all states and union territories as per the mandate contained in the 86th Constitutional Amendment Act. for providing elementary education to children, and for achievement of Universalisation of Elementary Education in a time bound manner. The programme is an effort to provide “Social Justice” through basic education. It seeks to open new schools, in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water facilities, and grants to schools. It has a special focus on education of girls and children with special needs. The programme gives the opportunity to educate the “Out of school” children with routine and self employment based education. Bicycles are provided to those girl students of 6th class who come in the school from distance of two kilometres or more. For expansion among masses, free text books and work books, under the programme, are provided to all students upto 8th class. As on 31st March, 2018, SSA was being implemented in 297 primary schools functioning in the district and 20,449 students were being benefitted.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

This centrally sponsored scheme of Government of India was launched in State of Haryana in 2009, and its implementation in the district

started from 2009-10. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aims at providing universal access to secondary level education and improvement in education quality at this stage by removing gender bias, socio-economic and disability barriers; making all secondary schools conform to prescribed norms; and achieving universal retention by 2020. RMSA would also take secondary education to every corner of the district by ensuring a secondary school within a radius of 5 kilometres for every neighbourhood.

EDUCATION OF SCHEDULED CASTES AND BACKWARD CLASSES

Before independence, no special attention was paid towards the spread of education among the Scheduled Castes and Backward Classes. These people were too backward and poor to know the importance of education and to afford to spend on it, moreover, the need to employ young children on petty jobs to supplement the family income used to inhibit their growth in terms of education. After independence special efforts were made by the successive governments to educate and uplift said sections of the society under the mandate of special provisions laid down in the Constitution of India, and number of facilities were extended by reserving seats in educational, professional and technical institutions, exempting tuition fees, reimbursing the examination fees and giving financial assistance to deserving students. The number of students belonging to scheduled castes studying in recognized educational institutions in the district during 1997-98 to 2017-18 can be seen in Table XLIII of the Appendix.

EDUCATION OF WOMEN

Woman being the 'Pivot' around which the whole family revolves, a family cannot be strong if its pivot is not strong and empowered. Education is a great tool for empowering women. Due to this reason only, it is rightly said that if you educate a man, you educate an individual, but if you educate a woman, you educate and empower a whole family. When girls are educated, their countries become stronger and more prosperous. In past, the education of women remained neglected due to woefully lacking of the educational

facilities in the area of the district as in other parts of Haryana. The custom of early marriage and the conservative attitude of the people towards women were other major reasons for the slow growth of education among females besides the paucity of women teachers due to general backwardness of female education in the region. In the post-Independence period, a veritable revolution in the field of women's education was witnessed when Government, under its various five year plans, and voluntary organizations opened a number of schools for girls and colleges for women. Pace of women education, however, gained momentum in the last quarter of 20th century. Many steps have been taken in this regard and free education is being imparted to girls till they cross senior secondary stage. The literacy rate has shown a noticeable increase amongst female population during last two decades.

In female literacy the district ranks at 7th position in the State. According to Census 2011, the female literacy rate has improved to 71.73 per cent from 62.6 per cent in 2001. Out of the total 4,43,738 female population of Jhajjar district 2,76,611 females were literate, and the gap between male and female literacy rate was reduced to 18.6 points.

The district has made considerable advancement in spread of female education due to consistent efforts by government and non-government agencies. In March 2018, amongst government schools out of 297 pre-primary/primary schools, 55 middle schools and 43 high/senior secondary schools in the district, 46 pre-primary/primary schools, 07 middle schools and 39 high/senior secondary schools were girls' school. Besides above, 54,913 girl students were also enrolled in various classes in other recognized schools.

OTHER ACTIVITIES BY SCHOOL EDUCATION DEPARTMENT

EDUSAT.— It is a highly ambitious programme of distance education through satellite by the Haryana Government which is being implemented in association with the Indian Space Research Organization and Bharat Electronics Limited. A society called UTKARSH (Use of Technology for Knowledge Advancement and Re-orientation of Studies in Haryana) has been

established by the government to implement the EDUSAT project which looks after the entire programming and management of the broadcast and its content. In 2017-18, there were 394 EDUSAT sites in the district including 24 Satellite Interactive Terminals (SITs). The number of Direct to Home (DTH)/Receive Only Terminals (ROTs) sites was 292 in Government Primary Schools and 78 in Government Senior Secondary Schools of the district.

Class Readiness Programme (CRP).— This programme is based on the concept of activity-based learning to enhance the quality of education and to boost creativity among students in Government schools and to make the students realise their social roles. Under CRP, good practices such as poem recitation, communication skill, use of library books, news reading, general knowledge classes, essay-writing, drawing, painting competition, etc., are organised in school. The parents of children studying in Government schools are told about the activities to be carried out throughout the academic year. ‘Out of school activities’ like visit to post office, bank, bus stand, railway station, government office, bird sanctuary sites, *gaushala*, brick kilns, etc., are also performed under this programme.

Information and Communication Technology (ICT) Scheme.— The centrally sponsored scheme namely Information and Communication Technology (ICT), was introduced in 2004-05 by modifying the Computer Learning and Studies in Schools (CLASS) Project for imparting computer education in the Senior Secondary level Government Schools. Various information technology companies have installed computer labs in schools under this project in the district.

Project Based Learning (PBL).— The Haryana Government has introduced this scheme for students of classes 6th to 12th from the academic session 2008-09 in the schools of the district. This scheme has been specially designed to provide wider range of learning opportunities in the classroom and equip the student with the decision making problem solving tools and communication skill to manage their learning process.

Teacher Training.— Every year, a 20-days training programme is organized for primary and upper-primary teachers under the Sarv Siksha Abhiyaan, and a 30-days inductive training programme is organized by State Council of Educational Research and Training, Gurugram for newly appointed teacher. In 2017-18, about 934 Primary teachers of the district were trained in the district.

Teaching Learning Material (TLM).— This scheme is introduced for the development and innovation of teaching learning material. The amount of ₹500/- per annum to teachers of 6th - to 8th classes is provided for the preparation of the learning material, and competitions regarding the same are also organized at Block, District and State level.

Innovation in Science Pursuit for Inspired Research (INSPIRE) Award Scheme.— INSPIRE is an innovative programme sponsored and managed by the Department of Science & Technology for attraction of talent to Science. The basic objective of INSPIRE is to communicate to the youth of the country the excitements of creative pursuit of science, attract talent to the study of science at an early age and thus build the required critical human resource pool for strengthening and expanding the Science & Technology system and R&D base. This programme having 3 main components, namely SEATS, SHE and AORC, is funded exclusively by the Government of India and covers students in the age group of 10-32 years¹.

Under this scheme, students can participate from all Government or private schools throughout the country, irrespective of their educational boards (national and state) to send original, novel and creative technological ideas/innovations focusing on common problems and come up with solutions on their own, be it household or for porters, labourers, society or the likes. Once the student has thought of an idea, he/she can submit the same to the authority concerned in their schools.

¹ www.online-inspire.gov.in

INSPIRE awards has many stages of exhibition organization and project competitions at District, State, and National levels. After the awards are announced and conferred, the awarded projects and ideas are displayed in exhibitions. Award money is disbursed to students through direct benefit transfer (DBT) to their bank accounts which is expendible on the preparation of models or projects for the purpose of various exhibition and competition under the scheme. From 2014-15 to 2017-18, as many as 298 students of the district got benefit under this scheme.

National Talent Search Scholarship Scheme.— This scheme in the district is being implemented by SCERT Haryana, in association with NCERT, Delhi. National Talent Search Scholarship Scheme/Examination for class 10th and National Means-cum-Merit Scholarship Examination for 8th class is being conducted every year. This scheme provides training for students for preparing for final examination of National Talent Scholarship. In the district, the number of students prepared under this scheme during 2017-18 was 958.

Inclusive Education for Disabled.— In this scheme, ‘Children With Special Needs’ (CWSN) are provided education in the main stream. The system of this education is to benefit the CWSN in order to make them economically productive members of society, to prepare them to face life with courage and confidence, and to enable them to lead a normal life. Children with special needs of the age group 6-14 years are identified category-wise like hearing impaired, visual impaired, etc., and they are enrolled in the schools. Home based education is provided to children who cannot attend the school (severe profound category) and for this purpose service of 5 Inclusive Education for the Disabled Volunteers (IEDVs) per education block is availed by SSA. There is also provision of free distribution of required aids and appliances to the CWSN. Special Tournaments are organized with peer groups. Under the scheme, IED Model Schools have been set up block-wise. Data of block-wise number of CWSN identified in clusters and enrolled in schools of the district in

March, 2018 is given in the table below:-

BLOCK	Children With Special Needs (CWSN)			
	Clusters	Total	In schools	Home-based
Jhajjar	11	189	182	07
Bahadurgarh	14	156	148	08
Beri	07	145	140	05
Matanhail	08	170	162	08
Salhawas	05	139	125	14
TOTAL	45	799	757	42

Savera School.— The Savera School, established at Jhajjar town in January, 2013, is a unique initiative for CWSN i.e. deaf, dumb and mentally retarded children. Its building has been constructed by volunteers from Scouts, NCC and NSS under the program named Samarthan. This school is run by District Child Welfare Council, Jhajjar. In 2017-18, there were 70 students enrolled in this school.

Prarambh School for Teacher Education.— Prarambh School for Teacher Education is an institute of advanced study in education. It started at Jhajjar in 2012 as new innovative four-year integrated programme (B.A./ B.Sc.+ B.Ed.) affiliated to the M.D.U. Rohtak., Haryana. This institute has been set up as an autonomous body of national standard by the school education department. The number of pupil-teacher benefitted under this scheme was 45 in 2017-18.

District Institute of Education and Training (DIET).— After the establishment of NCERT in 1960's and the SCERT in 1970's, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of basic education. As a result, DIETs were setup at district level. DIET was established in village Machhrauli of Jhajjar in 2013-14. It imparts training of two years Diploma in Education in four streams i.e. Arts, Commerce, Science, and Vocational. In 2017-18 under DIET, 692 teachers and 142 pupil-teachers were trained in the district.

HIGHER EDUCATION

Higher education has been a critical component of bringing positive changes in the society or nation. The Government has taken extensive steps in the direction of imparting quality higher education and to produce such students who are able to take the global challenges. With a focus on excellence, the State Government has also been laying emphasis on expansion of institutions of higher learning. Incredible expansion has taken place in the field of Higher education both in terms of quality and quantity. New government colleges have been opened so that students particularly girls do not have to travel long distances. As on 31st March 2018, for the all round development of youth 25 NSS unit in schools, and 16 NSS units in 12 colleges were running in the district. These units render valuable help at the time of natural calamities like floods and famines. All the colleges are under the administration of Maharishi Dayanand University, Rohtak. There are eleven Government colleges and two aided colleges functioning in the district which are briefly described in the following paragraphs.

Government Post Graduate Nehru College, Jhajjar.— This college is situated at a distance of 3 kilometers from Jhajjar on the Jhajjar-Bahadurgarh Road. It was constructed under the aegis of the Jhajjar Education Society and was inaugurated on 2nd July 1959. Its foundation stone was laid by Pandit Jawahar Lal Nehru, and hence, the name. In October 1963, the administrative control of the college was taken over by the then Government of Punjab and for academic purposes the college was affiliated to the Punjab University, Chandigarh. There were 623 students including 24 girls on its roll in 1966.

The college, spread over 22 acres of donated land, has a beautiful building, staff colony, shooting range, auditorium, and a play ground besides hostel buildings. Presently, it is affiliated to the Maharashi Dayanand University, Rohtak. The College has highly qualified faculty members to guide the students of all streams available in the college. It runs graduation

courses in Humanities, Science, and Commerce and it has post graduate courses in the subjects of Hindi, English, Matematics, Commerce, Psychology and Computer Science, Mass Communication and Honours in English and History. On 31st March, 2018, a total of 2,210 students including 923 girls were pursuing different courses from this college.

Government College, Bahadurgarh.— This college having a campus area of 22 acres was established in 1967 and is situated at Balour Road, Bahadurgarh. The college has been accredited a B+ grade by NAAC in 2015. There are five faculties pursuing in the college viz. Arts, Commerce, Science, Business administration and Computer Applications. The college has two fully equipped computer laboratories, sports ground, legal literacy cell, gymnasium, conference room and a well equipped automated library having 29,900 books. The college emphasizes on women empowerment and aims at overall development of the students by helping them under different schemes like Earn While You Learn, by organizing various competitions and coordinating placement drives for its students with eminent firms. One unit of NSS and one unit of NCC are operational in the college. As on 31st March, 2018, a total of 2,686 students (including 518 girls) were acquiring education in this college.

Government College for Women, Bahadurgarh.— A separate government college for women with a campus area of 8 acres has been established in Bahadurgarh in 2014. It is situated at Balour Road and is running two faculties viz., Arts and Commerce exclusively for girl students. The college has one fully equipped computer laboratory, sports ground, legal literacy cell and a well equipped automated library containing 4,140 books. Two units of NSS and one unit of NCC were operational in the college. As on 31st March, 2018, for various courses, 915 girl students were on the rolls of the college.

Government College, Badli.— Government College, Badli was established in September, 2000. This institution is proving to be an asset more for girl-

students of undergraduate and post-graduate classes, who would have otherwise had to travel long distances to receive higher education. As on 31st March, 2018, there were 519 students including 309 girls in the college.

Government College, Birohar.— The Government College, Birohar, came into being in the academic session 2007-2008. It is situated in the village Birohar, 8 kilometers away from Dadri and 32 kilometers from Jhajjar. The college campus with colossal and magnificent building was inaugurated on 15th January 2012 for which the land has been provided by the Gram Panchayat of the village. The college, a co-educational institution, has been established with the purpose of providing quality education for undergraduate courses in Arts, Commerce, and Science (Non-Medical) for the students of rural area, etc. The college has a well-equipped library having around 2,500 books, two computer-laboratories with 50 computers, language lab with 25 computers, a sports ground, and two seminar halls. One NSS (Girls unit) is also functional in the college. On 31st March, 2018, there were 842 students including 340 girls enrolled in different streams in the college.

Government College, Matanhail.— This college established in July, 2014 is running in the premises of Government Senior Secondary School, Matanhail as the taking over of the possession of newly constructed Government college building is under process. This co-educational institute affiliated to Maharshi Dayanand University, Rohtak is running three streams, namely Arts, Commerce, and Science (Medical & Non Medical). As on 31st March, 2018, there were 620 students including 446 girls on the rolls of the college.

Government College, Bahu.— This Government College established in 2012 is located on Bahu-Charkhi Dadri Road and has a campus area of nearly 10 acres. In its first session, 160 girl students were enrolled in the two streams of Arts and Commerce run by the college. Initially, it was started in Government Girls Senior Secondary School, Bahu and later on shifted to its newly constructed building in December 2015. It is equipped with a well maintained library and two computer laboratories, and has on its campus a women cell, a

legal literacy cell and a placement cell for the welfare of students. One NSS unit is also functional in the college campus. As on 31st March, 2018, there were 407 girl students enrolled under various courses in this college.

Brigadier Ran Singh Government College, Dujana.— Founded in 1969 as Haryana Mahavidyala, Beri, this college functioned under a management committee until June, 1982 when it was taken over by the Government of Haryana and renamed as the Government College, Dujana. Its name was again changed in 1991, to Brigadier Ran Singh Government College, Dujana. It is situated on the Beri-Bahadurgarh road about 4 kilometers from Beri. The college spread in an area of 20 acres is affiliated to M.D.U Rohtak and recognised by National Assessment and Accreditation Council (NAAC). The institute offers graduate level courses in the disciplines of Arts, Commerce and Science, and has the facilities of a well-equipped library, a language laboratory, two computer laboratories, and vast sports grounds. Unit of NSS and NCC were also functional in the college campus besides a women cell, a legal literacy cell and a placement cell. There were 481 students including 132 girls on the rolls of the college in March, 2018.

Government College, Dubaldhan.— This co-educational college earlier known by the name Indira Gandhi College was established in 1972, and was renamed as Government College, Dubaldhan in 1980. It has affiliation of M.D.U. Rohtak and runs graduation level faculties of Arts (Humanities). The College has facilities of a library, computer lab, sports ground, etc. Two units of NSS, one NCC unit, Hindi Literary Society, Sanskrit Literary Society, English Literary Society, Social Science Council and Geography Council are functioning in the College. The college also runs 'Earn While You Learn' scheme. As on 31st March, 2018, there were 185 girls and 247 boys on college rolls.

Chaudhary Hardwari Lal Government College, Chhara.— This college situated on Beri-Bahadurgarh Road in village Chhara, was established in August, 2012. The first session of the college commenced in 2012-13, with Arts faculty only, and the Commerce faculty was added later. In 2017-18, there

were 405 students including 113 girls studying in this college.

Government College for women, Jassaur Kheri.— This Government College affiliated to Maharishi Dayanand University, Rohtak came into being in June, 2014 and is situated in Jassaur Kheri village at Bahadurgarh-Kharkhoda road. The classes for various graduate level courses for the two faculties of Commerce and Arts were being held at Primary School building at Kheri because of ongoing construction of new college building in Jassaur village. In March, 2018, there were 153 girls enrolled in various courses run by the college.

Vaish Arya Kanya Mahavidyalaya, Bahadurgarh.— This government aided girls' college was established in 1970 under the aegis of Bahadurgarh Vaish Samaj and is managed by a local committee appointed by Bahadurgarh Shiksha Sabha. At the undergraduate level, the college runs classes for courses of B.A., B.Com, BCA, B.Sc. and at the post-graduation level, it imparts ample opportunities for Master degrees in English, Commerce, Political Science, Physics and Geography. Various add-on courses such as E-commerce Information Technology, Clinical Nutrition & Dietetics are also successfully being run by the college for multifaceted development of students. Besides extensive playgrounds, 3 physics laboratories, 1 language laboratory and 4 computer laboratories, the college also has a well established and well-equipped library with more than 13,000 books along with coveted rare possession of Encyclopaedias, Research journals and other latest periodicals. Various cells such as NSS, Red Cross, Women Cell, cultural cell are functioning to groom overall personality of its girl students. As on 31st March, 2018, there were 280 girls on the rolls of the college.

Maharaja Agarsen College For Women, Jhajjar.— This aided college for women was established in 1984 with 106 students and only Art Faculty. The college is running under-graduate courses i.e. B.A., B.Com., B.B.A and B.C.A. At post-graduate level, the college is imparting master's degree courses in English and Commerce. Job oriented courses like Fashion Designing, and Computer Application have also been introduced in the college. The

college has 4 computer laboratories in addition to laboratories for language, geography, psychology, fashion designing, etc. The college has well-equipped library stocked with more than 12,000 books on different subjects along with encyclopedias, research journals, periodicals, etc. As in March 2018, there were 382 girl students enrolled in the college.

In addition to these government and aided colleges, there is a Gurukul and 33 private colleges in the district. The Gurukul at Jhajjar was founded on 16th May 1915. The main characteristic of gurukul education is its residential character and emphasis on close personal contact between the teacher and his pupils. It offers mainly four courses Prathma, Madhayama, Shastri, and Acharya. In Gurukul, free of cost education is imparted through 'Arsh Vidhi' endorsed by Maharshi Dayanand, and only boarding and lodging charges, and food charges are taken from the pupils. Students here are required to maintain a rigid discipline according to the ancient accepted ideology. As on 31st March, 2018, there were 183 students studying in the Gurukul. The list of the 33 private colleges, which shows that out of these one is a normal degree college, one is a law college and thirty-one are colleges of education (B.Ed), has been provided in Table XLIV of Appendix.

PROFESSIONAL AND TECHNICAL EDUCATION

Keeping in view the pace of technological advancements and growth of industries, the district has consistently been under the consideration of the State Government for the development of professional and technical education to meet the ever increasing demand of professionals and skilled personnel. The government is running two institutes, namely the Government Polytechnic, Jhajjar, and State Institute of Engineering and Technology, Silani Kesho which are described briefly in below given paragraphs:-

Government Polytechnic, Jhajjar.— This Government Polytechnic was established in Jhajjar in 1959 and is one of the oldest technical institutes of Haryana. It is spread over 14 acres of land with separate hostel for Girls and Boys, and has on campus accommodation for the teaching and non-teaching

staff. In 1966, there were 299 students on its roll. Due to its infrastructure and facilities Government Polytechnic has always been the top choice of engineering aspirants. The institute has the capacity of total 420 sanctioned intakes for its three year diploma courses with Civil Engineering, Computer Engineering, Ceramic Engineering, Electrical Engineering, Electronics and Communication Engineering having 60 seats each, and Mechanical Engineering having 120 seats. Twenty five percent seats are reserved for girl students.

This institute is also serving as a training centre under 'Community Development Through Polytechnic (CDTP)' scheme of Department of Higher Education, Ministry of Human Resource Development, Government of India. Under this scheme, it offers short term courses of three to six months specifically designed for rural youth for gainful employment. In the training programmes, the trainees are imparted training in the fields of IT, Domestic Wiring and Motor Winding, Farm Machinery Repair and Maintenance, Cutting and Tailoring, Garments Making, Carpentry, Plumbing, Welding, Refrigeration and Air Conditioner repair, etc. In 2017-18, in this institute 473 students were trained under CDTP scheme.

Chaudhary Ranbir Singh Hooda State Institute of Engineering & Technology.— State Institute of Engineering & Technology spread over 40 acres of land has been established under the State Plan at an estimated cost of project is ₹40 crore. It is situated in village Silani Kesho at Jhajjar-Gurgaon state highway. The construction of academic block, boundary wall and approach road have been completed, whereas administrative block and workshop block are under construction. The classes have commenced from the academic session 2017-18 with due approval of AICTE, Delhi. The institute runs five courses i.e. Civil Engineering, Mechanical Engineering, Electronic Engineering, Computer Engineering, and Electrical Engineering with 60 intakes in each course.

Due to the positive facilitations by the Government, there has been an

exponential growth in the number of private technical and professional education institutions in the district during the last two decades which provide technical diploma/ degree/ master degree courses in various trades/disciplines. These institutions are run by many educational associations, societies, or trusts like PDM Religious & Educational Association, Pawan Ganga Educational Society, Geeta Educational Society, Dalal Global Trust, Shri Sanatan Dharm Education Trust, etc., or run under private management. The list of such private professional and technical education institutes is given in Table XLV of Appendix.

INDUSTRIAL TRAINING INSTITUTE (I.T.I)

Industrial training plays a vital role in ensuring a speedy flow of technicians for the ever growing industrial activities, and therefore, to cater to the requirement of skilled manpower for industries, to impart training in improved methods of production and for the development of Industrial Training and Vocational Education, the State Government has developed an extensive network of Industrial Training Institutes (ITIs).

These ITIs, functioning under the control of the Department of Skill Development and Industrial Training, provide training in various engineering and non-engineering trades to meet the requirement of the skilled manpower for the industries. This department, with a view to enhance productivity of formal and non-formal sector of economy by having close interaction with industry, has been entrusted with the responsibility to inculcate technological skills in youth to empower them for gainful employment through technical and vocational education.

Two Industrial Training Institutes were established, separately for men and women, at Bahadurgarh in 1964 and another ITI for women was established at Jhajjar in 1969. During last two decades, ten more ITIs have been set-up in the district up to March, 2018, wherein, numbers of trades or professional courses, under National Council of Vocational Training (NCVT) and State Council of Vocational Training (SCVT), were run by the Government

as given below:

Name of Institute (Year)	NCVT units	SCVT units	Seats
ITI, Bahadurgarh (1964)	28	16	768
ITI(W), Bahadurgarh (1964)	8	7	272
ITI(W), Jhajjar (1969)	2	7	164
ITI, Bhaproda (2006)	16	4	348
ITI, Matanhail (2008)	4	38	692
ITI, Sahlawas (2008)	12	20	540
ITI, Asodah (2008)	0	15	248
ITI, Jhajjar at Gudha (2010)	0	28	484
ITI, Chhara (2010)	0	26	428
ITI, Paharipur (2010)	0	14	236
ITI, Jahangirpur (2014)	0	8	120
ITI, Dubaldhan (2015-16)	0	6	100
ITI, Khuddan (2015-16)	0	3	48

The details regarding available trades, number of units, seats and students enrolled at various ITIs in the district for 2017-18 are provided in Table XIX of the Appendix.

MEDICAL EDUCATION

For the regulation, up-gradation and expansion of Medical, Dental, Ayurveda, Homeopathy and Paramedical Education in the State the Directorate of Medical Education and Research had been carved out of the Health Department as a separate Directorate in January, 2009. Subsequently, a separate Department of Medical Education & Research has been established in September 2014. There are various institutes providing education in the field of medical, health and nursing in the district, and the work of establishment of some hi-tech institutes is in full swing. The prominent institutes are described below:-

PDM Dental College and Research Institute.— PDM Dental College and Research Institute was established in 2006 at Sarai Aurangabad, Bahadurgarh. The college, recognized by Dental Council of India, Ministry of Health and

Family Welfare, Government of India, is affiliated to Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak. The College has a functional hospital with facility of 100 beds. There are 286 electrically operated, dental chairs appropriately distributed in all the clinical departments. The College offers Under Graduate (BDS) Dental Course with an annual intake of 100 BDS students, as well as Post Graduate (MDS) Dental Courses in eight specialties i.e. Prosthodontics and Crown Bridge, Periodontology, Oral and Maxillofacial Surgery, Conservative Dentistry, Oral Medicine and Radiology, Oral Pathology and Microbiology, Pediatric and Preventive Dentistry, Orthodontics and Dento facial Orthopedics. In 2017-18, admissions of students were done against 100 BDS and 24 MDS seats.

Extension of All India Institute of Medical Sciences (AIIMS).— An extension of All India Institute of Medical Sciences, New Delhi is situated at village Badhsa of Jhajjar which is being established under a Government of India project. An Outreach Outdoor Patient Department (OOPD) has already been established which is functioning since November, 2012, where the doctors and students of various streams of medical education from AIIMS check up 300-350 patients in daily OPDs. In 2014, foundation stone for a 600 bedded National Cancer Institute (NCI) has also been laid in the premises of AIIMS Extension, Jhajjar. The National Cancer Institute with 710 Beds is a Government of India's largest financial investment in a single hospital project with the cost of ₹2035 crores. NCI would be apex centre having translational research in prevention, treatment and care for cancer patients. The Institute would be the first in Northern India to have Proton facility for the treatment of advanced cancers. The project would be commissioned in phases. The first phase of the project is near completion.

World College of Medical Sciences and Research, Gurawar, Jhajjar.— The World College of Medical Sciences and Research and Maharaja Surajmal Hospital, Gurawar, Jhajjar, established under the aegis of Amma Chandravati Educational and Charitable Trust, Vasant Kunj, New Delhi, is a private Medical College with 150 MBBS annual sanctioned intake and an attached teaching

hospital with facility of 364 beds. The college is affiliated to Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak. The first batch of 150 MBBS students has commenced studies in the academic session 2016-17. However, the Ministry of Health and Family Welfare, Government of India, on recommendations of Medical Council of India, has barred the World College of Medical Sciences, Jhajjar to admit students for the academic sessions of 2017-18 and 2018-19.

In addition to above, there are also a number of institutions imparting education in nursing / paramedical courses in the district which are given in Table XLVI of Appendix.

PHYSICAL EDUCATION

Physical education is given in almost all the educational institutions of the district and is part of general education. To attain physical fitness right from the early years of schooling, games and sports have been made compulsory subjects in middle, high and senior secondary schools. The following schemes under separate departments promote the cause of physical education in the district:-

National Cadet Corps.— The National Cadet Corps (NCC) was introduced in 1948-49 as part of educational programme to develop qualities of leadership, unity and discipline. Later in July, 1963 after the Chinese Aggression, it was made compulsory for all able-bodied undergraduate students at College level. In 1969 with the introduction of two other programmes, namely the National Service Scheme (NSS) and the National Sports Organization (NSO) the compulsory character of the NCC was again diluted to that of an option.

NCC is organized in the district through NCC Group Headquarter, Ambala Cantonment. Six Government Senior Secondary Schools and five colleges of Jhajjar district have their NCC unit. Besides physical education, the NCC aims at developing character, comradeship, discipline, the spirit of adventure and ideals of selfless service amongst young citizens. Further, it aims

at creating a pool of organized, trained, and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose. NCC also provides an environment conducive for motivating young Indians to join the armed forces.

Bharat Scouts and Guides.— The Bharat Scouts and Guides, a registered society, was founded on 7th November, 1950. In India, Scouting and Guiding is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and method conceived by the founder Lieutenant-General Robert Stephenson Smyth Baden-Powell of British army in 1907. Scouting and guiding activities are, respectively, for boys and girls of age group (10-17 yrs.). The motto of Bharat Scouts and Guides is “Be Prepared”. They are trained in first aid, handicrafts, tent-pitching, cooking, maintenance of law and order during festivals and exhibitions, to render aid to helpless, sick and wounded. All such activities in Jhajjar are performed in the guidance and supervision of the District Commissioner (Scouts/Guides). In the district, there were 117 Scouts and 55 Guides honoured by Rashtrapati Scout / Guide Award upto 31st March, 2018.

National Service Scheme (NSS).— This scheme was started in 1989 from Government Senior Secondary School, Jhajjar. Its motto is ‘Not me but you’. Its activities are multifarious based on community service, like adult education, tree plantation, family and child care, rural awareness, blood donation, adult education, cleanliness, environmental conservation, etc., and take initiatives to aware the people against various social evils prevailing in the society for example female foeticide, dowry system, etc. NSS volunteers render valuable services at the time of emergency or natural calamities.

In 2012-13, an organised force of 551 NSS volunteers along with students from various schools of the district constructed a school building (SAVERA) for physically challenged children and, at the same time, three beautiful public parks within seven days under the Samarthan programme

launched by district administration. The scheme is functional in almost all the colleges and schools in the district. As on 31st March, 2018, there were 16 NSS units at college level and 25 NSS units comprising of 4,300 volunteers in schools of the district.

SPORTS

In the district sports activities include school tournaments, panchayat tournaments, open tournaments, and SPAT programme. These activities are run under the observation of the District Sports and Youth Affairs Officer who works under the general control of Director, Sports and Youth Affairs, Haryana. He is assisted by Coaches and D.P.Es (Demonstrator Physical Education) and P.T.Is (Physical Training Instructor) of schools in such matters. Tournaments, in the district, are organised by the department of sports and youth affairs, the education department, panchayat samitis, the zila parishad, and various other associations/ organizations. The sports played here include hockey, kabaddi, gymnastics, volley ball, wrestling, basket-ball, judo, boxing, badminton, table tennis, athletics, yoga, kho-kho, etc. Coaches are also part of the organisation. The Sports Department provides financial assistance to various associations and institutions for promotion of sports. Coaching centres have been established for men and women for training in various games. Young and talented players are encouraged and coaching is imparted to them. During 2013 to 2018, a sum of more than ₹75 lakh was distributed as grant-in-aid for developing sports infrastructure in urban and rural areas. From 2015-16, cash awards are being distributed by the office of the Director, Sports and Youth Affairs Department, Haryana through direct transfer in bank account of players.

Sports Nurseries/Coaching Centres.— The district is provided with sports nurseries, stadiums and coaching centres to nurture the upcoming talent in sports. The nurseries are set up to train the players of age group 8-19 years in various sports like judo, football, athletics, swimming, etc., where the players are not only provided requisite training with facilities of boarding and lodging

but the promising amongst them are also offered sports scholarships as an encouragement to boost up their talent. As on 31st March, 2018, there were 32 coaching centres, run by regular government coaches, at the stadiums and in villages of the district, and there were five residential/day boarding sports nurseries in villages Birdhana, Mandhouthi, Durga Mehrana, Majra and in Gurukul Jhajjar. Besides these, wrestling akharas and coaching centres also exist in the district for providing coaching on modern and scientific lines to the players.

Stadiums.— In 1997, there were only two stadiums in the district, namely Jahanara Bagh Stadium, Jhajjar and Brigadier Houshiar Singh Stadium, Bahadurgarh. The State Government is consistently and concertedly endeavouring to promote rural sports by providing infrastructural facilities in the form of stadiums and mini stadium at village level. As on 31st March, 2018, there were 17 Rajiv Gandhi Rural Stadiums and 44 mini sports stadiums in the district.

Sports and Physical Aptitude Test (SPAT).— This is a scheme of Haryana Government in which it gives scholarship to the players who are selected for this scheme. Under this scheme, one year scholarship amounting to ₹1500/- per month is given to eligible players aged between 8 to 14 year, and ₹2000/- per month is given to players aged between 15 to 19 year. During 2014-15, ₹51.15 lakh were disbursed to players selected under SPAT scheme from the district.

Cash Awards and Scholarships.— Scholarships and Cash awards are given by the Government every year to the eligible players according to their achievements in tournaments / games / championships / cups, etc., of school / college /State /National /international level, as per the policies framed by Sports and Youth Affairs Department, Haryana. A sum of ₹125.32 lakh was disbursed as grant-in-aid for cash awards and scholarship to players during 2013-14 to 2017-18. Government also provides financial help to players of scheduled castes who belong to below poverty line (BPL) family. Winners of

National and State level competitions and National School Games in various sports disciplines get scholarship as per provisions in the existing sports policy in the following manner :-

Level	In ₹per year					
	National Championships			State Championships		
Position	First	Second	Third	First	Second	Third
Colleges	3,000	2,400	1,800	2,400	1,800	1,200
School	2,400	1,800	1,200	1,800	1,500	1,200

Arjuna Award is given by the Ministry of Youth Affairs and Sports, Government of India, and Bhim Award is given by Haryana Government to the outstanding sportspersons who brought laurels to the Country and Haryana State in sports disciplines falling under the categories i.e. Olympic Games / Asian Games / Commonwealth Games / World Cup / World Championship Disciplines and Cricket; Indigenous Games and Sports for the Physically Challenged, etc. Up to March 2018, Shri Virender Singh (Deaf and dumb), Shri Bajrang Punia, Shri Deep Ahlawat, Kumari Poonam Chopra and Shri Sujeet Maan from Jhajjar have been awarded with Arjun award, and Shri Charan Singh Rathi, Shri Sant Kumar, Shri Manoj Kumar and Shri Ravinder Singh Sangwan from the district have been bestowed with the Bheem award by the State.

In addition to this, sportspersons from this district have participated in many tournaments and championships at the state, national and international level and won loads of medals in athletics, archery, badminton, baseball, basketball, football, handball, volleyball, netball, hockey, judo, kabaddi, karate, rifle shooting, rowing, swimming, wrestling, etc.

As per the Sports and Physical Fitness Policy, 2015 cash award is admissible to the sportspersons of Haryana who win first, second and third positions in national and international competitions conducted by authorized sports bodies which helps in enhancing their overall standing, and motivates them to perform better in future. The details regarding cash awards admissible to sportspersons are given in Table XLVII of the Appendix.

CULTURE

The culture of any district comprises of customs, values and beliefs of its people and is reflected mostly in its artifacts, heritage, architecture and life style. People of the area have preserved and articulated their culture in fairs, festivals, traditions and rituals, and in various folk and modern performing arts, like paintings and handicrafts, music, theatre, dances, etc. With rapid urbanization and due to district's close proximity to Delhi, the cultural aspects are now taking a more modern hue.

Jhajjar has a rich tradition of ivory carving, terracotta pottery, carving, *surahi* pottery, *jewri* making, bamboo and cane art making, *jutti* (footwear) making, etc. Potters of Jhajjar are famous for their slim necked water containers called '*surahis*'. There are number of artists and craftsmen in the district who have become famous for their work, are working consistently not only to protect their traditional and cultural artistry, but also to develop the same. Many of them have been awarded at various state/national level awards. Most prominent among these is the Bondwal family of Bahadurgarh popularly called "*Hathi dant wale*"; the name that they have acquired being ivory carvers.

The 'Bondwals' have been in this profession since 1930s and practicing this craft for the last seven generations. After the ban on ivory in 1989, they practiced it on wood, preferably the Sandalwood or Kadam. The craftsmen create decorative artifacts, jewellery and utility products like lamps, boxes, photo frames and pen stands out of finely carved wood. Many of them have been bestowed various state/national level awards. Late Shri Jai Narayan Bondwal was born in village Karontha and started learning carving at the age of 11 years from Shri Bhagat Bhim Sen. He received National Award in 1996 for carving on Sandal wood. In a joint family system, children have been learning the skill without any formal training, by watching their elders work and have achieved various distinctions. Shri Mahabir Prashad Bondwal received National Award in 1979 for carving in Ivory, Shri Rajender Prasad received National Award in 1984 for carving in Ivory, Shri Chander Kant received National Award, 2004 and UNESCO Award, 2004 for carving on

Almond, and Shri Surya Kant Bondwal received National Merit Certificate (2013) for carving on Kadam wood. In their hands pieces of fragrant lifeless wood turn out into almost lifelike images. Themes from Panchatantra, predator-and-prey, flowers, animals and birds, etc., dominate the designs. With a unique ‘undercut technique’, they carve exceptionally intricate objects enclosed within a carved shell which gives a stunning ‘*jali*’ like appearance to their wooden sculptures.

Inderpal Khohal, born in 1965, belongs to a family of traditional potters of Jhajjar town. Since his childhood he has been making artistic utensils and has developed the technique of making three layered 'Refrigerator' pitcher of simple clay which keeps the water cool even on a hot and sultry day.¹ He received national award in 1997 for his Terracota 'Surahi'. Shri Balbir Singh Kadiyan, born in 1942, is expert in making *jewri* (rope) from village Majra. He made *jewri* measuring 350 foot from *san* weighing 35 grams and *jewri* measuring 350 foot of plastic weighing 18 gram only. He was awarded by Hon'ble Chief Minister for his art.² Balraj Sinhal of Samaspur Majra is engaged in difficult and precise art of Chalk carving due to extremely brittle and dusty nature of the material. Balraj Sinhal has been creating, with his miniature carving tools, every possible forms, and compositions, with subjects varying from nature to human figures especially women in different *mudras*. He has been conferred awards at various platforms. Another notable artist from the district was Ghulam Ali Khan who worked in late Mughal period at Delhi worked, at the court of Jhajjar and even for East India Company. He was the court painter of Mughal emperors Akbar-II (reign 1806–1837) and Bahadur Shah-II (reign 1837–1858) at Delhi. He created 31 paintings, circa 1852-1854, monuments in and around Delhi, and four portraits of Emperor Bahadur Shah-II and his sons. His works for William Fraser were included in the Fraser Album. His notable paintings include pictures of Nawab Abd al-Rahman of Jhajjar in his court (1849 and 1852), while hunting and riding a tiger.

1 Demand for 'diyas' brightens potters' life, The Tribune, 29 Oct, 2016

2 Dr.K.K.Khandelwal, IAS, *Haryana Encyclopedia*, Sanskriti Khand (Part-1), 2010, p. 297

LITERATURE

Literature mirrors society. The development of Jhajjar has been manifested in different forms of literature available in the district but here we will be confining ourself to the textual form which has been carved well in the skilled hands of writers and poets of this soil. In *Bhakti Kaal*, the district saw the rise of devotional poetry. Hindi literature in *khadi boli* was also created in the district. From the old literature, the most notable was ‘Garib Das Ki Granth Sahib’ or ‘Baba Garib Dasji ki Bani’ a religious book of Garibadasi Sect comprising of some 7,000 verses of the poet Kabir followed by 17,000 of Saint Garib Das (1717A.D. to 1778A.D.) which besides his disciples is also followed by Kabir-panthis. His other creations include *Hiyangambarbodh*, *Beejak*, and *Ratna Sagar*.

During mughal realm Aish (Aagha Jaan), contemporary of Ghalib and Zauq, and disciple of 'Mujrim Akbarabadi ' wrote under the pseudonyms of 'Hud Hud' and 'Asad Jhajharvi'. The original pen name of Ghalib was ‘Asad’ which is drawn from his name Mirza Asadullah Baig Khan. It was due to his taunting and mocking couplets against him that the later changed it from 'Asad' to 'Ghalib'. Anthology of poems by Asad Jhajharvi was later got published posthumously under the title '*Ghamgeen*'¹. Najaf Ali, Maulawi of Jhajjar wrote a treatise, *Dafi-i-Hazyan*, around 1864 A.D. to support Mirza Ghalib and to dismiss the controversial claim of rivals against Ghalib's extremely provocative dictionary *Qati-i-Burhan*. Among his other works were a commentary on the Quran, *Tafsir-i-Gharib* and *Qissah-i-Hir-Ranjha*. Ghulam Muhammad Khan Jhajhari was Sufi disciple who wrote an account of his spiritual guide Khwajah Muhammad Sulaiman Chishti in *Manaqib-i-Sulaimani*.²

Abdul Karim Khan ‘Mushtaq’ of Jhajjar revealed his knowledge of history and geography, and by giving observations, chiefly about monuments

1 Mohinder Pratap ‘Chand’, *The Role of Haryana in evolution of Urdu language and Literature* (An Urdu research project), 2007, p. 190

2 Nabi Hadi, *Dictionary of Indo-Persian Literature*, 1998, p. 447

of Delhi in his book *Mir'āt-i-Giti-nūmā*¹. While serving the East India Company, he wrote a three volume book titled *Mulakhhkas ut-Tawarikh* which serves as a source of information on Indian rulers from 1727 to 1790 A.D.

The rulers of the region patronised writing of their specific memoirs or rule books which became sources for historical literature. One such book 'Memories of George Thomas' written by George Thomas is very good source of information on history of Jhajjar. In addition to above during Nawab's rule a historical book was also written by Ghulam Nabi '*Tarikh-e-Jhajjar*' in which detailed history of Jhajjar of the period 1803 A.D. to 1858 A.D. is included.

Dada Bastiram (1841 to 1958 A.D.) a highly learned Brahmin, a famous Arya Samaj preacher and a versatile writer supported social reforms and spread of education through his simple language² compositions in pure Hindi of yester-years as well as in mixture of Haryanvi, Ahirwal and Brijbhasha languages, and his poetry gave a beautiful glimpse of combination of *Doha*, *Chhand*, *Lavni*, *Chaupai*, *Khayal*, etc. His published famous song collections included *Maharishi Dayanand Jeevan Katha*, *Asli Amrit Gita* (Part I and II), *Basti Ram Rahsya*, *Manas Dipika*, *Pakhand Khandni*, *Bhajan Manoranjani*, *Agni Baan*, *Amrit Kala* (Vol.1-II), *Po Ki Nakhar*, *Adhmarshan Prarthana*, *Gau Bhajan Sangrah*, *Shhatri Bhajan Sangrah*, *Basti Ram Vinod* and *Diljasp barahmasa*.³

Shri Ram Sharma (1899-1989 A.D.)⁴ a freedom fighter from Jhajjar wrote *Haryana-ka-Itihas* '*Haryana ke Swatantrata Senani*' and '*Haryana ke Nav-Ratan*'. He also published weekly magazine '*Haryana Tilak*' in Urdu and Hindi from Rohtak in support of freedom of India.

With the efforts of Swami Omanand Sararswati (1911-2003 A.D.) alias Acharya Bhagwan Dev, a literature institute was established in the Gurukul, Jhajjar in 1960. He was a reformer, educationist, historian, social worker and

1 Nabi Hadi, *Dictionary of Indo-Persian Literature*, 1998, p. 203.

2 Dr.K.K.Khandelwal, IAS, *Op.cit.*, (Part-2), 2010, pp.16,417

3 Haryana Sahitya Academy, *Sahityakar Nirdeshika*, p.253

4 www.allexamgurublog.com/2010/09/great-personalities-of-haryana

yogi. He had expertise in 8 languages including Sanskrit, Pali, Prakrit, Urdu, Punjabi, etc., and capability to read ancient scripts like Brahmi, Kharoshti, etc. He has authored many books like *Haryana Ke Veer Yauddhey*, *Veer Bhoomi Haryana- Naam Aur Seema*, *Desh Bhakhton Ke Balidan*, *Bharat Ki Pracheen Mudraye*, *Sarp Vish Chikitsa*, *Bichhu Vish Chikitsa*, *Bhartiya Jadi Booti-Neem*, *Peepal*, *Badd*, *Jamun*, *Aak*, *Kantkari*, etc. Swami Omanand was awarded 'Rashtriya Pundit' by the Government of India and 'Sanskrit Pundit' by the Haryana Government. His disciple Acharya Virjanand Daivkarni also wrote many important books like *Pracheen Bharat Mein Ramayan Ke Mandir*, *Naurangabad Ki Moortiyen*, *Agroha Ki Moortiyen*, *Paracheen Tamra Patra Evam Shilalekh*, *Bharat Ke Pracheen Mudrank Part-II*, *Kutub Minar Ek Rahasyaodhghan*, *Swastik Chih Om Ka Swaroop*, etc. He has edited 24 works or writings viz. four Vedas, six Shastras, eleven Upanishads, Ashatadhyayi, Chhandshastra, Nirukta. He was awarded with Mahakavi Bann Bhatt Samman in 2014 by Haryana Sanskrit Academy for his contributions.

Mateer (Baljit Singh) of Bahadurgarh, a multifarious literary personality, has written three anthologies of poetry, six books on Ghalib and one book each on Printing and Journalism to his credit. His books on Guru Nanak Dev and the one titled '*Urdu Ka Mukammal Baaghi Shair- Kabir*' are his prestigious works. The book on Kabir was released at Rashtrapati Bhawan by the then President of India Gyani Zail Singh, and the then President of Pakistan General Ziya had sent a letter of appreciation to Shri 'Mateer'. He also wrote *Akhbar Naveesi Ke Ibtidai Usool*, which has been translated in many other languages. His prominent works include *Funn-e-Tabbaat*, *Geeta Aur Ghalib*, *Hakeem Agha Jaan Aish Aur Haryana Ke Deegar Mashaher*. Mateer has also written a long ghazal comprising of 904 couplets, which is a rare achievement. Another Urdu poet 'Hosh' (Puran Kumar), has written anthologies of poems '*Aawazein*', '*Shād Aur Us Kī Shāirī*', and '*Baansuri Badan Kī*'¹. His poetry is simple but forceful and meaningful; full of rare similes and metaphors.

1 Azad Gulati, *Baatein Yahan Wahan Se*, 1990, pp.36-38

Devki Nandan Gemini (born 1931, Badli) popularly known as Gemini Haryanvi is renowned for his comic poetry and has been bestowed with the title 'Hasya-Ratna' by the President besides the *Thitholi Award* and *Kaka Hathrasi Award*. His famous publications include *Hum Nanhe Munhe Sardar*, *Inklab*, *Rashtriya Chhatra Sena Vaayu*, *Geet Fashionavi Gaavo*, *Once More*, *Hasaaye Jaa Pyare*, *Nai Bimariyan: Naye Illaaj*, *Kasam Hai Aazadi Ki*, *Moon par honeymoon*, *Neem Ka Ped*. He has received *Agrasen Saraswati Samman*, *Tepa Sahitya Sanskriti Samman*, *Aditya Alhad Samman*, etc. His son Arun Gemini is also a well known name in the field of comic poetry. His published works include *Filhaal Itnaa Hi* (Poetry) and *Jokes by Gemini* (Part I-IV). His articles, poems, and satires are regularly published in various news papers and magazines. He has broadcasted with various radio and television channels. He has recited poems in more than 3,500 *kavi-sammelans* in India and abroad and has received many awards.

With his deep understanding of art of lexicology Jai Narain Kaushik (1935-2017) of village Jhangirpur contributed to Haryanvi and Hindi literature by successfully editing *Haryanvi Hindi Kosh*, *Vedic Haryanvi Kosh*, *LokNatya Katha Kosh*, *Haryanvi Pratyay Kosh*, *Devi Bhagwat Suktisudha Kosh*, *Sachitra Chhaatra Upyogi Hindi ShabdKosh*, *Aadharbhut Hindi Shabdawali*. He was an author, educationist, journalist, and a novelist. His prominent works include *Dharti Ka Sindoor*, *Kaamroop Ke Galiyare*, *Ekta Dhaam*, *Folktales from Haryana*, *Folktales from the land of Mahabharata*, *Meri Kailash Mansarover Yatra*, *Rhine Nadi Se Sindhu Tak* and *Sahityik Patrakarita-Sidhant Avam Vyavhar*.¹ He had also translated many masterpieces and done verse translation of vedmantras. He was awarded *Rahul Sansrityayan Samman* (2004), *Chakradhar Puraskar* (2007), *Haryana Gaurav Samman* (2010) for his contribution to Hindi literature.²

Azad Singh Chahar (born 1947, Silani) who served as Deputy Excise and Taxation Commissioner, Haryana, has written *Itihas Ke Aaine Mein*

1 Haryana Sahitya Academy, *Harigandha*, February 2017, p.29

2 *Ibid.*, *Sahityakar Nirdeshika*, p.73

(*Jhajjar Ka Safarnama*) which was published by Haryana Sahitya Academy. His other compositions are *Aatm Manthan*, *Makarand Ki Vyatha*, *Apsaraon Par Abhiyog*, *Loktantra Ki Patli Gali*, *Mansarovar Ki Subkiya*, *Aham Se Viyog*, etc. He has been awarded at many platforms including ‘Sahitya Manisi’ by Haryana Sahitya Academy.¹

Gyan Prakash Vivek (born 1949, Bahadurgarh), a novelist, poet, story-writer and critic, has contributed to the literature of the district with his *Gali Number Terah Tatha Dilli Darwaza*, *Aastitva*, *Alag Alag Dishayen*, *Musafirkhana*, *Dhoop Ke Hastakshar*, and *Hindi Gazal Ki Vikas Yatra*. He has been awarded thrice by the Haryana Sahitya Akademi, and senior fellowship in the field of Hindi Ghazal (2014-15) by Ministry of Culture, India for his contributions.

Yashpal Gulia (born 1958, Kheri Jat) an ex-civil engineer explored, in a systematic way, the past political history and penned the history, supported by photographs about the Archaeology/Antiquity, of all Princely States that existed in Haryana region upto 1947 in his books ‘*Bavan Badshah*’, ‘*Haryana Ka Riyasati Itihas*’ and ‘*Heritage of Haryana*’.

Dr. Omprakash Kadyan (born 1966, Beri) possesses a treasure of more than 5000 folk songs and over 3 lakh photographs. He has written articles, poems, stories and travel memoirs in reputed papers, magazines, etc. His works comprising 140 photographs, 25 stories and 5 researches have been published in the Encyclopedia published by Information and Public Relations Department, Haryana. His book, ‘*Haryana Ki Sanskritik Dharohar*’, won the Haryana Sahitya Sevi Akademi Award. His other literature books include ‘*Haryana Ki Sanskritik Virasat*’, ‘*Haryana Ke Lok Geet-2*’, ‘*Cactus Ke Phool*’, ‘*Andhya Ki Laathe*’, ‘*Hum Panchhi Neel Gagan Ke*’ and ‘*Haryana Ki Lok Kalaa*’.²

In addition to above, there is a long list of famous poets and writers

¹ Haryana Sahitya Academy, *Sahityakar Nirdeshika*, p. 36

² *Ibid.*, p. 47

of the district, such as Pandit Jai Ram Shashtri of Gochhi, Jet Ram, Dayal Dass, Harde Dass, Nityananad, Bharat Bhushan Sharma, pandit Mohar Singh of Salhawas, Swami Vidyanand of Jhaswa Kalan, Rampat Yadav of Beri, Om Prakash Goyal of Badli, Dr. Amit Bhardwaj of Chhara, Dharam Singh 'Nadaan' of Surah, Dr. Hanumanat Rai, Dr. Sant Ram Deswal, Raj Kumar Dhankar, etc., that may be deciphered from the references quoted in the footnotes, who have enriched the literature of the district with their publications and research works, but could not be included in this section owing to the limitation of the size of this gazetteer.

MUSIC AND CINEMA

Flutes, *beens*, lutes (*ektara*, *Dotara*, etc.), *dhol-dholaki*, *Daff-daphli*, *manjeera*, *chimta*, *deru*, *khadtaal*, *ghadua*, *nagari*, *ghanti*, *ghungro*, harmonium, etc., are musical instruments generally used by artists in the district for adding melody to the life of its people. But, the district is famous for its *beenvadak* (*pungi* artist) snake charmers of the villages Chhuchhakwas and Khetawas, and more specifically for its lineage of *Sarangi* players in the whole country as well as abroad.

The lineage from a whole family of *Sarangi* players popularly known as 'Jhajjar Khandan' has made important contributions to the advancement of the instrumental and vocal music, deserves special attention. Over a period of at least 2 centuries, it produced a large number of accomplished accompanists who were known all over India. The family tree reveals many sarangi players but for reason of space (and stature) all will not be discussed. Ustad Ramzan Khan, Ustad Azim Baksh, Ustad Mullaji Kadar Bakhsh, Ustad Kale Khan, Ustad Abdul Majid Khan, Ustad Mohammad Hussain Khansahib and Ustad Mugna Khan were doubtlessly the most noteworthy artists. Ustad Mohammad Hussain Khansahib wrote two books "Upaj and Bandish" on classical music and created two *ragas*, "Shivkauns" and "Hindaranjani". A close look at the family tree keeps the onlooker hypnotized by its long list of distinguished musicians that this Gharana of Jhajjar has produced. Ustad Azim Baksh whose thirst and endeavours for

acquiring art were limitless deserves a special mention here. He is considered as foremost *sarangi* players and an epitome in the field. Anjanibai Malpekar described him as a *sarangiya* with a magical touch. She recalls:-

“You can say that Azim Baksh Khansahib was almost like my right hand! He only had to tune the strings and start bowing, and the swaras would flow from the singer's mouth. Truly, I have never seen nor heard a sarangiya with such a magical touch.”

He would tie up his long hair with a string, and attach the end of the string to a beam so as to stay awake." Throughout his life he continued this severe practice. With each meal he consumed a quarter of a kilo of pure ghee. Then he would smoke his *hookah* and around ten p.m. he began to practise, mainly *paltas* at a very slow pace. He continued until very early in the morning, and the people who came to listen to him could not tear themselves away from the beautiful music until he laid down his bow. Azim Baksh was a very tall man who played on a very huge *sarangi*. The first string (tuned to the highest pitch) was as thick as the lowest string (*kharaj*) of a common *sarangi*. Nobody after him was able to handle his instrument.

Artists of this family migrated from the district during 1947 and settled in Pune. But music runs in the genes of the genius from this *Gharana* and still they are pursuing music under the name of ‘Jhajjar Khandaan’. Amongst the contemporary flagbearers of the Khandaan are children of Ustad Mohammed Hussain Khansahib. His son Late Ustad Shabbir Hussain Khan was a renowned *sarangi* maestro, the other son Ustad Faiyyaz Hussain Khan (violin maestro) is a winner of many prestigious awards like “Maharashtra Rajya Sanskrutik Puraskar” and is a top grade artist of All India Radio, and another son Ustad Anwar Qureshi (classical and semi-classical vocalist) is associated with theatre and has developed a unique style of singing which is a mix between Gwalior and *Bhendi bazaar gharana*. In the current (9th) generation, Sajjad Hussain and Ashfaq Hussain (son of Ustad Shabbir Hussain Khan) are classical and semi-classical vocalists, Ejaz Hussain Khan (son of Ustad Faiyyaz Hussain Khan) is a well known violinist, and Ali Hussain (son of

Ustad Anwar Qureshi) is a performing vocalist. They are still engrossed in the training new generations of musicians to continue the legacy.

So far as the art of Cinema is concerned, the district has the previlage of having in its booty, Jagat Singh Jakhar, a Haryanvi film actor, of Chandrawal fame from village Sundreti, who played a doomed lover in the said film. The film went on to break many box office records. Jakhar had acted in over a dozen Haryanvi films during his career including *Muklawar*, *Shaniture*, *Chadro*, etc., until his death in 2011.

The State Government is also taking steps to promote prosperous Haryanvi art and culture. Every year, on Haryana Day, new performances in dance, song and theatre are organized and contestants are honoured with cash awards in order to encourage promotion of Haryanvi culture. Haryana Art and Cultural Affairs Department, Directorate of Information, Public Relations and Languages, Haryana Kala Academy and Haryana Kala Parishad are playing important roles in promoting and preserving Haryanvi art and culture since their inception.

The colleges and other educational institutions also lay great emphasis on the promotion of cultural pursuits. Besides, many literary and cultural societies are working in the district with the objective of preservation and development of the cultural heritage.

LIBRARIES AND MUSEUMS

Libraries.— The institution of village library was introduced in Jhajjar district in the third decade of the 20th century when about 50 libraries were opened in the villages to cater to those literate villagers who for one reason or another could not continue their further studies. After Independence, the Government encouraged opening of libraries. Social education centres have been provided with small libraries in which books specially written for neo-literates and adults have been made available. Mobile libraries have been attached to social education mobile squads; each catering to the needs of four to five villages.

The Babu Bal Mukand Gupt District Library, Jhajjar was established in

February, 2007. This library is situated in old Municipal Committee building (Town Hall). It has a reading room, a reference section, and a childrens' section. As on 31st March, 2018, there were 241 members in this library and it housed 13,361 books on various subjects. It had also subscribed to 10 newspapers and 8 magazines for its readers.

The Sub Divisional Library, Bahadurgarh was opened in 1986. In March 2018, there were 464 members in this library, and it had kept 11,000 books for readers and subscribed to 5 newspapers and 5 magazines.

In the Gurukul, Bishamber Dayal Vedic Library was established in 1942 which has a repository of 25,000 old oriental books. Another library of Devraj Shodh Sansthan established in 1960 in the Gurukul, has nearly 20,000 books. The history thematic books in these libraries help in the research work to be done by the Archaeological Museum.

Besides, the above mentioned libraries, colleges and High/Senior Secondary Schools have their own libraries which are used mostly by the students and staff of respective institutions.

Museums.— Swami Omanand Puratatva Sangrahalya, Gurukul, Jhajjar is a place of pride for the town, and is a result of the committed and passionate effort of Swami Omanand Saraswati who collected artefacts and antiquities from various parts of the country for this museum. This Archaeological Museum was inaugurated in February, 1961. It started with small collections of coins and coin-moulds of Yaudheyas and Kushanas and ancient bricks of different ancient dynasties. Later, punch marked coins and other ancient coins of different ancient Indian dynasties, tribal coins, coin moulds, muslim coins, clay seals, ceramics, ancient stone sculptures, inscriptions, terracotta plaques and other priceless archaeological materials were added. Some of these coin-moulds of Yaudheyas have come from Rohtak district itself indicating that it has been the heart of Yaudheya territory. The museum has a huge collection of coins and scripts brought in from various states of the country, and from foreign countries such as Nepal, Sri Lanka, Bhutan, Pakistan, Japan, Thailand, Russia, Burma, Canada, France, England, Australia, etc.

The unique and rare exhibits in this museum include, preserved manuscripts written on leaves, Ramprasad Bismil's blanket, knife and sacrifice pit, Kassie's Chandgiram, ivory carving, miniature Hanuman statue on almond seed, ancient weights and measures, *Brahmi* characters, a unique 'flexible' stone found from Kaliyana hills, and the entire Satyarth Prakash inscribed on 427 *Tamra Parta* (Copper plates).

The collection in the museum include beautifully carved statues of Lord Vishnu, Ganesh, Shiva, *Shakuntlaputra Bharat*, *Panchwati* deer, miniaturized agricultural implements inserted in bottles, Fruksiar's inkstand, *chaupar* of *nawabs*, dices, marbles, a wooden chain with no joints, Nilgiri's barrels made of the camel's skin, etc. All exhibits are displayed neatly in glass boxes. This Museum of Gurukul, Jhajjar has gradually developed into an important centre containing source materials for local and regional history.
