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GROWTH OF EDUCATION IN HIMACHAL PRADESH: AN EMPIRICAL ANALYSIS

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ABSTRACT

Individuals differ in both inherited and acquired abilities, but only the latter differ among countries and time periods. Growth of education deals with acquired capabilities which are developed through formal and informal education at school and at home, and through training and experience. Education is the main indicator of human capital. Education means knowledge and skill embodied in the mind of an individual through learning process. The present article has examined the growth of human capital, especially with respect to growth in terms of educational institutions, number of schools, enrolment, drop-outs, growth in number of teacher's growth of higher education in Himachal Pradesh 1971-72 to 2012-13. The results have revealed that an impressive achievement has been made in educational development in Himachal Pradesh during the period under study, especially in literacy rates, enrolment and number of educational institutions. Despite the impressive achievements in educational development there are some areas of concerns like as, that the number of teachers has increased rapidly, but the percentage of untrained teachers to total number of teachers is rather high in elementary level. It is evident from high teacher pupil ratio that the quality aspect of education has not given proper attention. The pattern of educational expenditure revealed that the state has given substantial support for the advancement of education sector by increasing the pace of public expenditure on education.

KEYWORDS

education growth, enrolment, drop-out in Himachal Pradesh.

INTRODUCTION

Education growth is by all counts the most crucial factor in the process of economic development. For an accelerated economic development, it is necessary that not only the physical but also the human capital is accumulated at a high rate (Ray, 2012). In the present state of technological advancement, it is absolutely essential to regard education and training as the most potential ingredients of capital. The present paper will follow a definition in which Education skill consists of all forms of knowledge acquiring which is defined by the OECD, (2001) as 'the knowledge, skills and competencies embodied in individuals that facilitate the creation of personal, social and economic well being'. It is obvious education are the main components in the human capital formation; however, the focus in the present paper will remain on different dynamics and aspects of education sector only. Education is a panacea for all evils in the Indian economy as is a fact that all the problems of economy are somehow related to education (Dua, 2006). For this reason and perhaps because of the ready availability of data on these aspects empirical growth models have concentrated on the three main levels of education – primary, secondary and tertiary to capture the essence of human capital accumulation process.

Being a key instrument for developing human capability the state of Himachal Pradesh is committed to provide education to all. The concerted efforts of the government have put Himachal Pradesh as one of the leading state in educational literacy. According to the Census of India, 2011 Himachal Pradesh has a literacy rate of 83.84 per cent as compare to 74.04 per cent of national average (Economic Survey, 2011-12). In consonance with the national policy it has been the endeavour of the Government to make educational facilities available within the reach of students. In order to ensure universalization of primary education the Directorate of Primary Education was setup in 1984 further named as 'Directorate of Elementary Education' with effect from 1st November 2005 (Economic Survey, 2011-12). A glimpse of efforts in building its knowledge base can have from states plan expenditure on education. The plan expenditure on education escalated from barely Rs. 50 lakhs during 1st five-year plan to Rs. 1,70,694 lakhs during 11th five-year plan which shows an increase of 3,413 times. The overall better performance of Himachal Pradesh in the field of education is partly due to the level of government expenditure on education in the state. The budget expenditure on education as percentage of NSDP is 6.18 per cent in the state but at the centre it was only 3.74 per cent in 2011. The state does not have any education policy of its own and adheres to the National Policy. In 'Right to Education, 2009' provisions have been made for free and compulsory education for all children till the age of fourteen years (RTE Act, 2009).

OBJECTIVES OF THE STUDY

1. To study the growth of literacy rate, enrolment, drop-out in Himachal Pradesh.
2. To examine the growth of teachers and growth of higher education in Himachal Pradesh.

DATA AND METHODOLOGY

This paper is based on secondary sources of data and the required data have been collected from various published sources of Government of India, Government of Himachal Pradesh and other official agencies. The study covers the period of 39 years since 1971-72 to 2012-13 for the time series analysis of economic growth. Compound annual growth rate has been used to find out the growth rate in education.

Compound Growth = $[(A_1/A_0)^{1/n} - 1] \times 100$

EMPIRICAL ANALYSIS AND RESULTS**ATTAINMENT IN LITERACY**

The state has experienced significant change in the scenario pertaining to literacy. Literacy rate as such is a weak indicator of human capital formation and in its measurement the quality of education gets ignored. However, it is to be noted that the literacy rate has a strong connection with educational progress, which comes from schooling. So schooling leads to a change in literacy level among all sections of society (Gill et. al. 2010). The state of Himachal Pradesh has made significant progress in literacy rate in the last two decades and improved its ranking from 16th in 1971 to 12th in 2011 among 35 states and union territories in India. The overall literacy rate in the state increased from 31.96 per cent in 1971 to 63.86 per cent in 1991 and ultimately to 83.80 per cent in 2011. But in 2011 about 12.6 per cent of the population in literacy eligible category (six years above) was illiterate. The overall female literacy in Himachal Pradesh and India is lower than

that of male literacy. Although the male and female differential is narrowing, yet it is still high. In 1971 the state stood at 8th rank among 17 major states of Indian Union while in 2011 it has improved its rank from 8th to 3rd with 76.60 per cent female literacy rate. The gender gap has declined to 16.68 percentage points in 2011 earlier it was 20.76 in 1971.

Thus the literacy gaps would persist in the state in view of the slower pace of literacy improvements. It seems that until and unless adequate measures are taken, it would take a considerable number of years for the state to eradicate illiteracy. Increase in literacy has been higher in case of female as compare to their male counterparts. This is an encouraging trend indicating that male female differential in terms of literacy has tended to narrow down over a period of time. This has been possible due to the continuous efforts of the government not only to spread educational facilities but also to increase and retain girl enrolment through various incentive schemes for girl students including certain free ships.

TABLE I: GROWTH OF LITERACY RATE IN HIMACHAL PRADESH

Years	Total Literate Population	Male Literate Population	Female Literate Population
1971	31.32	43.2	20.20
1981	42.48	53.19	31.46
1991	63.86	75.19	52.13
2001	86.02	80.02	68.08
2011	82.8	89.53	68.08

Source: Census of India.

In Himachal Pradesh total literacy rate was 31.3 percent in 1971 which has increased to 82.8 percent in 2011. In H.P. total male literate in 1971-72 were 43.20 percent which rose to 89.53 percent in 2011, while in case of female it was 20.20 percent and percent respectively.

GROWING NUMBER OF EDUCATIONAL INSTITUTIONS

In Himachal Pradesh, school education is being imparted through well defined institutional framework consisting of the primary school, middle school and high/ higher secondary school established by the state government and the private sector. A steady increase in the number of educational institutions has been observed. There were total 5,074 institutions in the state in 1971-72 out of which 5,023 were schools. Their number rose to 17,398 and 17,800 respectively in 2012-13. The compound annual growth rate of total number of educational institutions has been registered at 3.18 per cent, while in case of school it was 3.17 per cent 1971-72 to 2012-13 (Table 2). Table also reveals the distribution of schools on the basis of ownership status. The data shows that on the whole there were 4,911 government schools in Himachal Pradesh in 1971, their number rose to 15,218 in 2013.

TABLE 2: NUMBER OF EDUCATIONAL INSTITUTIONS IN HIMACHAL PRADESH (1971-72 TO 2010-11)

Year	Government Schools	Private Schools	Total Schools	Total No. Of all Educational Institutions	Percentage of Govt. Schools to Total Schools	Percentage of private schools to Total Schools
1971-72	4,911	112	5,023	5,074	97.77	2.23
1976-77	5,682	121	5,803	5,865	97.91	2.09
1981-82	7,820	147	7,967	8,025	98.15	1.85
1986-87	8,643	201	8,844	8,927	97.73	2.27
1991-92	9,512	435	9,947	10,024	95.63	4.37
1996-97	10,440	495	10,935	11,009	95.47	4.53
2001-02	13,710	889	14,599	14,705	93.91	6.09
2006-07	14,511	2,042	16,553	17,017	87.66	12.34
2010-11	15,151	2,127	17,278	17,724	87.69	12.31
2013-14	15,218	2,180	17,398	17,800	87.46	12.53

Source:

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3. Government of Himachal Pradesh, *Statistical Outline of Himachal Pradesh*, Directorate of Economics and Statistics, Shimla.
4. Government of Himachal Pradesh, *State Statistical Abstract of Himachal Pradesh*, Directorate of Economics and Statistics, Shimla

The government owned schools, however have grown at the compound growth rate of 3.36 per cent per annum between 1971 and 1991 and, 2.48 per cent per annum between 1991 and 2013. On the other hand, the number of non- government schools have increased from 112 schools (2.23 per cent) in 1971 to 435 (4.37 per cent) in 1991 and to 2,180 (12.53 per cent) in 2013. Among the non-government schools, the compound growth rate worked out to be 7.02 per cent per annum between 1971 and 1991, and 8.71 per cent per annum between 1991 and 2013. Thus the compound growth rate among the non-government schools is much higher than that of the government schools during both the time periods. It can also be noticed that in the state comparatively higher proportion (87.69 per cent) of the total number of schools are under government management than those under non-government (12.31 per cent).

The Government of India, through the Planning Commission has specified distance norms to ensure adequate physical access to elementary and secondary education facilities. This norm, at present, for hill states stands at one primary school within a distance of 1.5 kilometres from a habitation, one middle school within a distance of 3 kilometres from a habitation and a high/ higher secondary school within a distance of 5 kilometres. The Government of Himachal Pradesh is committed to open schools within the specified radius, which have raised the total number of schools at elementary and secondary level in the state. At present, the government manages an overwhelming majority of all the recognized educational institutions. However, a growing number of non-government schools at all levels, with official recognition, and in many cases, with financial assistance of state government has been found. The growth of private educational institutions has partially met the gap in some -what limited facilities provided by the state. These schools have begun to attract an increasing proportion of total number of students. A closer look at some of the states where privatization is rapidly increasing shows interesting patterns. In urban Haryana and Uttar Pradesh, the migration from government to private schools is very evident since enrolment in government schools is showing an absolute decrease (D' Souza ed. al., 2002). This large growth in the number of private schools reflects the diminishing confidence of the people in government managed schools. These government schools not only lack basic infrastructure facilities, they are also bereft of motivation and commitment among the teachers they employ (Sen et. al. 2010). However, households having higher income and education levels prefer to admit their children in private schools, whereas parents seem to perceive that their child would be imparted qualitatively better education

GROWTH IN ENROLMENT AND DROP-OUTS

There has been an all round increase in the number of educational institutions as seen in the earlier section in Himachal Pradesh in recent years. But the number of educational institutions is not in a very good indicator of utilization of educational services. It indicated only the educational facilities available in the state.

TABLE 3: GROWTH IN ENROLMENT OF STUDENTS IN HIMACHAL PRADESH: 1971-72 TO 2010-11

Enrolment	1971-72	2012-13	Percentage Increase from 1971-72 to 2012-13	Compound Annual Rate of Growth
Elementary Level	3,58,466	9,99,000	177.18	2.64
Secondary Level	2,04,589	5,95,720	190	2.76
Total Enrolment in Schools	5,63,055	15,94,720	181.1	2.68
Enrolment in all Educational Institutions	5,82,522	18,30,700	200.17	2.85
Enrolment in all Educational Institutions as percentage of Total Population	16.84	26.69	51.59	1.16

Source:

1. Government of Himachal Pradesh, *Statistical Outline of Himachal Pradesh*, Directorate of Economics and Statistics, Shimla.
2. Government of India, *Selected Educational Statistics (various years)*, Ministry of Human Resource Development of Education, Department of Secondary Education and Higher Education, Planning Monitoring and Statistics Division, New Delhi.
3. Government of India, *Education in India*, Vol. 1, Ministry of Education and Social Welfare.

Enrolment of the students is an important element of educational progress and can provide some indication of the extent to which the available facilities are being utilized. To encourage enrolment, reduce the drop-out rate and enhance the retention rate of the children in school's various scholarships and other incentives namely scholarship for students belonging to IRDP families, pre matric scholarship for S.C. students etc. have been initiated in the state. Table 3 shows the enrolment figures in elementary and secondary level. Enrolment in all educational institutions increased with annual compound growth rate of 2.85 per cent between 1971-72 and 2012-13. In 1971-72 total enrolment as percentage of total population was 16.84 only while in 2012-13 it has increased to 26.69 per cent with an annual growth of 1.16 per cent.

Drop-out is the proportion of children entering the first class of primary school, but do not successfully complete that level in due course. The Table 4 depicts the scenario of drop-out in Himachal Pradesh Since 1970-71 to 2012-13. The data reveal that drop-out rate has been reduced from 67.0 per cent in 1970-71 to mere 0.91 per cent in 2012-13 for classes 1st to 5th. The state has attained 99.10 per cent retention rate at primary level. But the drop-out rate for the classes 1st to 10th is still high (11.72 per cent). Girl drop-out has been found high as compared to boys in each point of time at all the levels of education. The most important reasons for drop-out at the high and higher secondary level are poverty, child labour, child marriage, quantum of home work and requirement of farm and domestic labour.

TABLE 4: DROP-OUT RATE OF STUDENTS IN HIMACHAL PRADESH: 1970-71 TO 2010-11

Year	Drop-out Rates in Classes								
	1 st to 5 th			1 st to 8 th			1 st to 10 th		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1970-71	64.50	70.90	67.00	74.60	83.40	77.90	NA	NA	NA
1980-81	56.20	62.50	58.70	68.00	79.40	72.70	79.80	86.60	82.50
1990-91	40.10	46.00	42.60	59.10	65.10	60.90	67.50	76.90	71.30
2000-01	39.70	41.90	40.70	50.30	57.70	53.70	66.40	71.50	68.60
2005-06	7.00	9.00	8.00	10.50	11.12	10.82	22.22	32.32	28.21
2012-13	6.00	8.00	7.00	11.50	12.20	11.30	24.00	34.31	29.31

Source:

1. Government of India, *Selected Educational Statistics*, Ministry of Human Resource Development of Education, Department of Secondary Education and Higher Education, Planning, Monitoring and Statistics Division, New Delhi.
2. Government of India, *Education in India*, Vol. 1, Ministry of Education and Social Welfare.
3. Government of Himachal Pradesh, Directorate of Education, Himachal Pradesh, Shimla.

It is worth noting that in many of the elite schools in the cities for the sake of keeping the standards and prestige of the school high, children who do not make the stipulated benchmark are asked to discontinue studies in the schools. The ephemeral glory is more important to them than the future of a child (Chittattukalam, 2011). Another striking feature has been estimated, that from negligible figures till the early 1990s, almost 12 per cent of elementary school's enrolment in Himachal Pradesh is now in private schools (India Today, 2006). Latest government estimates show that 7 million children are out of school in India. There is a need to further investigate the phenomenon of drop-out in its entire ramification especially since it entails resource waste. This leads to related aspect of the role of the key player i. e. government since education is listed as a concurrent subject.

GROWTH IN NUMBER OF TEACHERS

The constrained supply of public resources and unregulated entry has serious implications in terms of educational participation and outcomes. Despite limited resources, efforts have been made to make the best out of the existing situation. Over the years, as the number of schools gradually increased, it became difficult to provide trained, regular teachers. At times untrained teachers were recruited and in service training was imparted. Table 5 depicts the numeric strength of teachers for the period of 1971-72 to 2012-13. The total number of teachers increased with annual compound growth rate of 2.67 per cent at elementary level and 3.75 per cent at secondary level. The percentage of untrained teachers to total number of teachers as an indicator of low quality of education has increased from 386 (2.60 per cent) in 1971-72 to 2,880 (6.00 per cent) in 2012-13 at elementary level of education. At secondary level it has been observed 735 (11.98 per cent) and 335 (1.092 per cent) respectively. The percentage of untrained teachers to total number of teachers has sharply declined at secondary level. The table also shows that the absolute number of untrained teachers have increased more rapidly in case of elementary education which affect the quality of education.

TABLE 5: GROWTH OF TEACHERS IN HIMACHAL PRADESH

Year	Elementary Level			Percentage of Untrained to Total Teachers	Secondary Level			Percentage of Untrained to Total Teachers
	Trained	Untrain-ed	Total		Trained	Untrain-ed	Total	
1971-72	14,451	386	14,837	2.60	5,398	735	6,133	11.98
1975-76	16,591	77	16,668	0.46	10,001	70	10,071	0.70
1981-82	20,506	66	20,572	0.32	8,786	210	8,996	2.33
1985-86	20,897	482	21,379	2.25	10,556	229	10,715	1.48
1991-92	22,871	1788	24,659	7.25	14,535	244	14,799	1.78
1995-96	34,938	2070	37,008	5.59	16,210	313	16,523	1.89
2001-02	34,580	2435	37,015	6.58	24,230	437	24,667	1.77
2005-06	41,204	2699	43,903	6.15	27,332	343	27,675	1.24
2012-13	45,150	2,880	47,930	6.00	30,330	335	30,665	1.092

Source:

1. Government of Himachal Pradesh, *Statistical Outline of Himachal Pradesh*, Directorate of Economics and Statistics, Shimla.
2. Government of Himachal Pradesh, *Handbook of Educational and Allied Statistics, 1993-94*, Department of Higher Edu. Himachal Pradesh, Shimla.
3. Government of Himachal Pradesh, *State Statistical Abstract of Himachal Pradesh*, Directorate of Economics and Statistics, Shimla.

Several measures have been taken from time to time, to provide the required number of teachers in all educational institutions. In addition to the regular permanent teachers, several other teachers have been engaged on the basis of tenure, para teachers, primary assistant teachers, vidya upasak, adhoc teachers, contract teachers and school management committee teachers.

TABLE 6: GROWTH OF HIGHER EDUCATION IN HIMACHAL PRADESH NUMBER OF RECOGNISED INSTITUTIONS (other than schools)

Types Of Institutions	2011-12 Govt. Pvt.		2012-13 Govt. Pvt.	
1.Universities	3	11	5	15
2.Arts and Science Colleges	67	53	74	59
3.Medical Colleges	3		3	
4.Law Colleges	3	6	3	6
5.Sanskrit College	5	17	5	17
6.B.Ed College	3	71	4	71
7.J.B.T. Institutions	12	19	12	20
8.Dental Colleges	1	3	1	3
9.Poly-Technic Institutions	9	20	10	18

Source: Education Department, Himachal Pradesh.

In Himachal Pradesh at present majority of colleges of general education are under government management. Total number of colleges increased from 17 in 1971-72 to 97 in 2012-13. Bulk of the education imparted is in the arts faculty. The number of teachers increased from 488 in 1971-72 to 1,791 in 2012-13. The growth in number of teachers was slow as compare to the growth of students. Because of the less recruitment of teachers at college and university level and rapidly increasing number of students, the teacher-pupil ratio has reached to 1.46 in 2012-13 in relation to 1.25 in 1971-72. Along with 97 colleges of general education at present there are 20 universities, 75 colleges of education, one IIT, one NIT, 56 ITIs, 3 medical colleges and 12 DIETs which are imparting professional and vocational degrees and diplomas (Economic Survey 2012-13). Among these institutions majority of institutions are run by the government bodies. It is obvious that there has been growth in higher education too but still confined to the smallest group of population. In 1981-82, 0.43 per cent of total population was enrolled in the institutions of higher education which has increased to 1.24 per cent to total population in 2012-13. Priority must be given to the backward areas in opening new institutions of higher and technical education.

CONCLUSION

It is clear from the present analysis that an impressive achievement has been made in educational development in the state of Himachal Pradesh during the period under study, especially in literacy rates, enrolment, number of educational institutions. From the point of view of literacy rate, Himachal Pradesh is far ahead of India as a whole and many other states of India. Among the number of institutions, schools form a large number. A close look of schools by type of management reveals that majority of schools are under government control. The vacuum created by the weakening of public sector institutions in education began to be filled by the private sector schools. The private sector institutions being run with sole motive of profit has been charging very high tuition fees. This has led to exclusion of a large section of population from accessing educational services provided in the private institutions. The number of teachers has increased rapidly, but the percentage of untrained teachers to total number of teachers is rather high in elementary level. It is evident from high teacher-pupil ratio that quality aspect of education has not given proper attention. The pattern of educational expenditure has been similar to those followed in many states and at all India level. It has been noticed that the government of Himachal Pradesh has given substantial support for the advancement of education sector by increasing the pace of public expenditure on education. However, public expenditure on education as percentage of NSDP in the state has achieved the goal of 6 per cent as recommended by the Education Commission (1968).

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