



ORIGINAL RESEARCH PAPER

Education

EDUCATIONAL DEVELOPMENT IN HIMACHAL PRADESH: A CASE STUDY OF KANGRA DISTRICT

KEY WORDS:

Dr. Surekha Devi Principal (Vaishno college of Education) Vill. Thapkour Post office Bhadroya teh Nurpur Distt. Kangra Himachal Pradesh

Education in India falls under the control of both the Union Government and the state with some responsibility lying with the union and state having autonomy for others. The various articles of the Indian constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the state Government. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributions to the economic rise of India.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate, only 15% of Indian students reach high school and just 7% of the 15% who make it to high school, graduation. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college age population, 25% of teaching positions nationwide are vacant and 57% of college professors lack either a master's or Ph.D. Degree.

About Himachal Pradesh

Himachal Pradesh is almost wholly mountainous with altitudes ranging from 350 meters to 6957 meters above the mean sea level. It is situated in extreme North-West of India bordered by Jammu and Kashmir in the North, Haryana in the South, Uttarakhand in North-East, Punjab in South-west and Tibet in East. Himachal Pradesh came into being as a part of states. All these areas at that time constituted four districts namely-Chamba, Mahasu, Mandi and Sirmour with an area of 27,169sq.Kilometers.

In 1954, the neighboring state of Bilaspur was integrated with Himachal Pradesh; thereby adding one more district having 1167sq.km.H.P. Remained part of the Indian Union till statehood as part A, B, C etc.H.P. Status as Union Territory continued till the conferment of statehood on 25th January 1971. On 1st September 1972, two districts viz. Hamirpur and Una were recognized as Shimla and Solan district.

Since, 1st September, 1972 onwards, there has been no change in the administrative structure of H.P. Presently there are 12 districts, 55 sub-divisions, 82 Tehsil and 35 sub Tehsil in Himachal Pradesh.

Table 1

Growth of Educational Institution in Himachal Pradesh From 2001-2011				
Year	Primary/Junior Basic	Middle schools	High/higher Secondary Schools(+2)	Colleges of General Education
2001-2002	10546	1768	1954	65
2002-2003	10563	1833	2053	69
2003-2004	10606	2076	2140	69
2004-2005	10613	2112	1635	69
2005-2006	10607	2168	1679	47
2006-2007	10682	2399	1832	65
2007-2008	10709	2322	1980	68
2008-2009	10711	2326	2008	67

2009-2010	10573	2303	2058	67
2010-2011	10573	2269	2103	67
%Increased over the years 2001 upto 2011	100.25	128.33	107.62	103.076

Source:

- (i) Education Department Himachal Pradesh
- (ii) Dice Data, www.himachal.nic.in/ssa retrieved on 30th Sept.2012

OBJECTIVE OF THE STUDY

To study the infrastructural facilities available in district Kangra at elementary level.

Sample

Sample of the present study consisted of 50 teachers selected from 15 government schools in district Kangra

Tool Used

In the present study questionnaire for teachers, questionnaire cum interview for administrators and observation schedule were used.

Analysis and Interpretation of Data

Collected data were scored by counting frequencies of each item and tabulated frequencies were converted into percentage.

Analysis and Interpretation of Questionnaire for Teachers of District Kangra

Infrastructural Facilities Available in Schools

The percentage of the responses of teachers regarding infrastructural facilities available in the schools of district Kangra are given in the

Table 2

Response of Teachers Regarding Infrastructural Facilities available in Schools

S.No.	Statement	Number	Percentage
1	Facilities Available in Schools		
A	Adequate Accommodation	30	60
B	Drinking water	50	100
C	Sanitation	50	100
D	Playground	42	84
E	Laboratory	20	40
F	First Aid Facility	34	68
G	Library Facility	50	100
H	Electricity	50	100
I	Computer Facility	28	56
J	Boundary Wall	16	32

Table 2 Shows that 100 percent of teachers agree that there are water facilities available in government schools, 100 percent of teachers are of the view that there is electricity facility available in schools. 32 percent of teachers stated that boundary walls are there in schools. 84 percent of teachers stated that there is playground facility and 100 percent agree that sanitation facilities are available in the schools. While 60 percent of teachers responded that they have adequate accommodation in schools and 68 percent of teachers agree that first aid facilities are available in schools. Most of the schools have less laboratory and computer facilities.

Responses of Teachers regarding other facilities available for students and teachers are shown in Table 3.

Table 3.

Sr No.	Statement	Yes		No	
		Number	percentage	Number	Percentage
1	Hostel Facility for Students	-	-	50	100
2	Residential Facility and Transportation facility for teachers	-	-	50	100
3	Provision of classroom for each classes	40	80	10	20
4	Condition of classroom				
A	Good	50	100	-	-
B	Bad			50	100
C	Worse				

Table No 3 shows that there is no provision of hostel facility for students and transportation facility and residential facility for teachers in government schools. 80 percent teachers responded that they have separate classroom for each class. 100 percent teachers are of the view that classrooms of the schools are in good condition.

View of teachers regarding Availability of Audio –Visual Aids and Classroom Equipment's in Schools

Audio –Visual aids and classroom equipments are very necessary for effective teaching and learning. The responses of teachers regarding audio- visual aids and classroom equipment available in schools are shown in table number 3

Table No .4

Sr. No.	Statement	Number	percentage
1	Audio Visual Aids		
(i)	Audio Aids	-	-
(a)	Radio	5	10
(b)	Tape Recorder	5	10
(c)	Gramophone	-	-
(ii)	Visual Aids	5	
(a)	Blackboard	50	100
(b)	Globe	47	94
(c)	Charts	45	90
(d)	Maps	50	100
(e)	Models	12	24
2	Classroom Equipment	50	100
(a)	Blackboard	40	80
(b)	Desk	43	86
(c)	Mats	48	96
(d)	Table	50	100

Table No.4 reveals that most of the school have visual aids and less of audio aids In visual aids 100 percent teachers are of the view that blackboards and maps are available in schools.94 percent teachers are of the view that charts are available in schools and only 12 percent teachers are of the view that models are available in schools, 10 percent teachers are of the view that radio and tape recorders are there in schools.

Table 5
Responses of teachers regarding opportunity provided by school Management

Sr. No.	Statement	Number	percentage
(a)	Orientation courses	06	12%
(b)	Refresher Courses	27	54%
(c)	Seminars	42	84%

Table 4 reveals that 84 percent of the teachers got opportunity to attend seminars 54 percent got opportunity to attend refresher courses provided by school management for teacher's .Only 14 percent teachers got opportunity to attend orientation courses provided for teachers by school management

Table 6
Responses of teachers regarding problem faced by teachers in schools presently

Sr. No.	Statement	Number	Percentage
(i)	Frequent transfer	33	66%
(ii)	Adjustment problem with the staff and the students	3	65%
(iii)	Maintaining accounts of mid day meals	14	28%
(iv)	Problem faced by teachers with students regarding		
(a)	Discipline	12	24%
(b)	Adjustment	3	6%
(c)	Attendance of the students	4	8%

Table 6 reveals that 66 percent teachers responded that they have problem of frequent transfer. 28 percent teachers views that they have the problem of maintaining the accounts of mid day meals and only 6 percent teachers have the problem of adjustment with the staff. Table 5 also reveals that 2 percent teachers face the problem with student and 8 percent face the problem of attendance of students

CONCLUSIONS

1. The number of primary school has been increased from 1755 to 1762 and the numbers of upper primary schools have been increased from 695 to 780 from the years 204 to2013 in district Kangra.
2. The number of high and senior secondary school has increased 203 to400 from 2000 to 2013 in district kangra.
3. Teachers at primary and upper primary has been significantly increased from 7831 to 9169 during the period 2004 to 2013 in district kangra.

Educational Implications

The present study deals with the educational development in district kangra of Himachal Pradesh. In the light of conclusion it may be suggested that

1. For qualitative education, regular and trained teachers should be provided
2. Students like free education, free note books.
3. For qualitative education, regular and trained teachers should be appointed.
4. Midday meal accounts should be handed over to the official staff of the school.
5. Orientation courses, refresher course and seminar should be organized, for teachers by the government.
6. Special attentions should be given for the education of weak and disabled children by using modern teaching technique and appointing trained teachers.

REFERENCES

1. Bansal, Rupender (2009) "A study of growth and development of primary education in Solan District of Himachal Pradesh." M.Phil Dissertation H.P.U. Shimla
2. Sharma Madhu (1989) "A study growth and progress of education in Himachal Pradesh 1948-1980. Ph.D. thesis in History HPU Shimla.
3. Singh, J.P. (2003) "School education in the north eastern India: Issues and prospects "journal of Indian education, volxxxii, no.4 Feb 2006 NCERT: New Delhi
4. Koul Lokesh (2005)" Methodology of education research, New Delhi: Vikas Publishing House
5. Mayhew A. James H.R. (1993) Development of Education System in India. New Delhi: Royal Publication
6. Negi B.S. (1995) Literacy Campaign in Himachal Pradesh an Evaluative Study, Ph.D. Thesis in education. H.P.U.