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**AN ANALYSIS OF PROVISION FOR ELEMENTARY EDUCATION IN  
HARYANA**

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**ABSTRACT**

*Education is the most important asset we have because our knowledge is the type of wealth that we will never lose no matter what, and the more we share it the more it increases. It is a critical input in human resource development and is essential for the country's economic growth. However, basic knowledge starts with elementary education without which none of your dreams will be possible. Elementary education is like the first step we take in life; we will never be able to run if we don't learn how to walk. Here an attempt has been made to analyse the recent change in elementary education in Haryana. This has been compared with the national level. To analyze the provision of education, data of DISE of last four years has been used. Here number of schools, percentage of government and private schools, Student-classroom ratio, pupil-teacher ratio, Gross Enrolment Ratio (GER), Education Development Index (EDI) and literacy rate has been used to examine the change in the stipulation of education.*

**Key words:** Elementary Education, Haryana, India, Literacy, Enrolment

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## I. INTRODUCTION

Education is a critical input in human resource development and is essential for the country's economic growth. Though the major indicators of socio-economic development, viz. the growth rate of the economy, birth rate, death rate, infant mortality rate (IMR) and literacy rate, are all inter connected, the literacy rate has been the major determinant of the rise or fall in the other indicators. There is enough evidence even in India to show that a high literacy rate, especially in the case of women, correlates with low birth rate, low IMR and increase in the rate of life expectancy. The education system of a country does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status, gender relations and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equality in education. Extending educational opportunities to the marginalized groups has been considered an antidote to this long standing discrimination by the framers of the Constitution. On one side, education increases the capability of human being and on the other side; it is an important tool for reducing social disparities.

### 1.1 EDUCATION: AS CAPABILITY

The idea of capability approach developed from a philosophical idea proposed by Amartya Sen - into a broad interdisciplinary evaluation framework, the so called "**Capability Approach**" has currently received considerable attention in both theoretical and empirical research in social and human science. 'Capability' refers to alternative combinations of functioning from which a person can choose. Thus, the notion of capability is essentially one of freedom - the range of options as person has in deciding, what kind of a life to lead.

According to Sen (1999) education can be seen to be valuable to the freedom of a person in at least five distinct ways:

- **Intrinsic Importance:** Being educated is valuable achievements in itself, and the opportunity to have education can be of direct importance to a person.
- **Instrumental Personal Roles:** A person's education can help him or her to do many things. It can for instance, be important for getting a job and more generally for making use of economic opportunities.
- **Instrumental social roles:** Greater literacy and basic education can facilitate public discussion of social needs and encourage informed collective demands. These in turn can

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help to expand the facilities that the public enjoys, and contribute to that better utilization of the available services.

- **Instrumental Process roles:** The process of schooling can have benefits even aside from its explicitly aimed objectives, namely formal education. For example, the incidence of child labour is connected with non –schooling of children and the expansion of schooling can reduce the distressing phenomenon of child labour prevalent in India. Schooling also brings young people in touch with others and their horizons and this can be particularly important for young girls.
- **Empowerment and distributive roles:** Greater literacy and educational achievements of disadvantaged groups can increase their ability to resist oppression, to organize politically, and to get a fairer deal. The redistributive effects can be important not only between different social groups or household, but also within the family, since there is evidence that better education (particularly female education) contributes to the reduction of gender - based inequalities.

These influences need not work only for the person who receives education. There are also interpersonal effects. For example, one person's educational ability can be of use to another .Thus education has great strategic importance in the process of economic development at personal level as well as at society and country level.

## 1.2 ELEMENTARY EDUCATION

An Elementary School is an institution where children receive the first stage of compulsory education. In India, elementary schools provide education from Class 1 to Class 8. The general pattern adopted at the national level, commonly known as the 10+2+3 pattern, envisages a broad-based general education for all pupils during the first ten years of schooling. Diversification of courses takes place only at the higher secondary level (grades 11 and 12), and is reliant on students successfully completing the secondary school examination at the end of grade 10. Successful completion of the public examination at the end of grade 12 qualifies the student for university entry. Of these twelve years of schooling, the first eight years are termed '*elementary education*', and this should broadly correspond to the compulsory education period of 6-14 years of age. At the operational level, elementary school is generally divided into two parts with five years of Primary schooling (grades 1- 5) followed by three years of Upper Primary or middle school (grades 6-8).

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Elementary schools have also been in the forefront of the reform movement's move toward recognizing the individual character of each student's learning style. As more children with special educational needs are included in regular classrooms.

### **1.3 RECENT EDUCATION POLICIES OF HARYANA GOVERNMENT**

The State Government is providing educational facilities within a minimum distance (radius) to children. The Government has enacted “Right of Children to Free and Compulsory Education Act, 2009” and has framed Haryana Right of Children to Free and Compulsory Education Rules, 2011. As per provision of Right of Children to Free and Compulsory Education Act, 2009 and Right of Children to Free and Compulsory Education Rules, 2011, every child of the age of 6-14 years shall have a right to free and compulsory education in a neighborhood school till the completion of elementary education.

Under a Centrally Sponsored Scheme, 36 Aarohi schools have been opened. These have been established in Educationally Backward Blocks covering 10 districts namely Bhiwani, Hisar, Fatehabad, Jind, Kaithal, Mahendergarh, Mewat, Palwal, Panipat and Sirsa. A centrally sponsored scheme “Saakshar Bharat” was launched in the year 2009. Under this scheme, the expenditure is shared between the Government of India and State Government in the ratio of 75:25.

Under Rajiv Gandhi Scholarship Scheme for excellent students (1st to 12th), Rs. 330 lakh have been sanctioned during the year 2011-12. Free textbooks and workbooks have been provided to all children studying in classes I to VIII.

An amount of 17 crore has been released to Primary and Upper Primary schools for repair and maintenance of schools during the year 2011-12 and Rs. 500 lakh on Plan side and Rs. 1,700 lakh on Non-Plan side has been provided for construction/repair of buildings of Government Senior Secondary and High schools. Mid-day-Meal Programme has been in operation in 9,449 Primary and 5,432 Upper Primary schools covering 14.50 lakh students of Primary and 7 lakh students of Upper Primary schools. The Haryana School Shiksha Pariyojna Parishad is implementing Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the State. Sarva Shiksha Abhiyan is a comprehensive and Integrated Flagship Programme to attain Universal Elementary Education (UEE) in the State in a mission mode. It aims to provide useful and relevant education to all children in the 6-14 age group. Presently, the sharing pattern of Centre and State is in the ratio of 65:35. National Programme for Education of

Girls at Elementary Level (NPEGEL) is being implemented in 31 Educationally Backward Blocks (EBBs) spread over in 10 districts of the State where the rural female literacy is less than National average and gender gap is above National level. Various interventions for the promotion of girls' education and other programmes under NPEGEL were carried out through 393 Model Cluster schools functional in these 31 Economical Backward Blocks (EBBs).

To universalize access to school and improve quality of education at Secondary level for all boys and girls in the age group of 14-18 years, a centrally sponsored scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been implemented.

## **II. REVIEW OF LITERATURE**

Education plays catalytic role in socio-economic development of a country. It enhances and hones the personality, aptitude and attitude of a person, makes him empowered politically and economically. Many studies have been made from time to time all over the world to assess the contribution of education to the overall development of a country.

**Alfred Marshall (1890)** in his Principles of Economics stated "The most valuable of all capital is that invested in human beings."

**Schultz (1961)** stated that investment in education is a major source of growth in total factor productivity (TFP) and hence national income (NI).

**Kendrick (1961)** in his study of growth of national income of the U.S.A. covering a longer period of 1889-1957, he has shown that effect of expenditure on education in increasing national income has been as great as the effect of expenditure on physical capital and labour.

**Veena (1973)** has made an attempt to analyze district-wise inter relationship between education and indicators of economic development for Gujarat State. To him, educational inputs are necessary for agricultural and industrial development. He has used cross-section data and simple correlation technique for evaluating the extent of relationship between education and economic activities. It has been found that primary educational level is highly related to agricultural development and higher educational level to industrial development.

**Shah & Kantiah (1984)** have shown that education along with the other variable is positively related to earnings and explain variations in earnings to a great extent.

It's clear from the studies that there is positive relationship between education and development of a country. It is evident from literature that availability of educational infrastructure is the key requirement for the development of an economy. The above reasons promoted the researcher to

endure the research work on the topic “An Analysis of Provision of Elementary Educational in Haryana”.

### **III. OBJECTIVE AND METHODOLOGY**

The main objective of the study is to find out the provision of elementary education in Haryana and to compare it with national level. It has been done by taking into consideration the change in total number of elementary schools and their ownership between government and private management. In addition to this change in the availability of class rooms and teachers, change in gross enrolment ratio has been analyzed. To find out whether there is an improvement in provision and access of elementary education, Education Development Index has been used. The secondary data has been used from various sources like Census of India and District Information System of Education (DISE) of the last four years 2007-08, 2008-09, 2009-10 and 2010-11. Available data have been processed and presented in the form of suitable tables and diagrams in the present study.

### **IV. ANALYSIS OF PROVISION OF ELEMENTARY EDUCATION IN HARYANA**

Educational provision in India, especially at the Primary, Upper Primary level is largely determined by the extent and quality of targeted government spending. The central government and individual state government shares the responsibility of funding public expenditure. Today, the education system in Haryana as a whole has achieved much but there are also many issues of concern. These pertain to access, equity, quality and relevance, resources and planning and management of educational programmes. All of these are the agenda of the government and civil society is also getting more conscious about its proactive role. Over the past two decades demand for schooling in state has increased, but provision is unequal. We can observe the Elementary education status in Haryana by analyzing the following indicators:

- **PRESENT SITUATION OF SCHOOLS**

Table 1 shows the growth of schools both government and private providing elementary education in Haryana. Number of Government and private schools has increased from 14729 & 3008 in 2007-08 to 14955 & 5235 in 2010-11 respectively only because of government efforts.

**Table 1: Number of Schools Providing Elementary Education in Haryana**

Year	2007-08	2008-9	2009-10	2010-11
<b>Number of Government Schools</b>	14729	15460	15153	14955
<b>Number of Private Schools</b>	3008	3480	3424	5235

Source: DISE, Flash Statistics

Percentage of government and private schools in total schools is presented in table 2. Percentage of government schools in total has decreased during the period 2007-08 to 2010-11 in both Haryana and overall India. There is 2.03 per cent point reduction in government schools at all India level but for Haryana it is 11.35 per cent point. On the other hand, in the same period, percentage of private schools in total has increased in Haryana and approximately same in all India. There is 8.14 per cent point rise in private schools in Haryana but 0.08 per cent point fall in all India level.

**Table 2: Percentage of Government and Private Schools in Total Schools**

Year	%age of Government Schools in Total Schools		%age of Private Schools in Total Schools	
	Haryana	All India	Haryana	All India
<b>2007-08</b>	83.01	80.18	16.95	19.5
<b>2008-09</b>	81.6	80.52	18.37	19.44
<b>2009-10</b>	81.56	80.37	18.43	19.49
<b>2010-11</b>	71.66	78.15	25.09	19.42

Source: DISE, Flash Statistics

#### • DENSITY OF SCHOOLS

Density of schools shows the number of schools available at per 10 sq. kilo meters at a place. In Haryana at Primary level density of school was 3 in 2007-08; it rises to 3.49 in 2010-11 as shown in table 3. And at Upper Primary level it was 1.86 in 2007-08 and it rises to 2.38 in 2010-11. On the other hand, at all India level, density of Primary and Upper Primary schools has increased by 55.40 per cent and 21.64 per cent respectively.

**Table 3: Density of School at per 10 Sq. KM**

Year	Haryana		All India	
	Primary Schools	Upper Primary	Primary Schools	Upper Primary
2007-08	3.00	1.86	2.22	1.34
2008-09	3.14	2.06	3.3	1.45
2009-10	3.07	1.99	3.35	1.5
2010-11	3.49	2.38	3.45	1.63

Source: DISE, Flash Statistics

- **AVERAGE STUDENT - CLASS ROOM RATIO**

Average student class room ratio shows the ratio of number of students and class rooms in a school. Lower the value indicates more availability of class rooms. In Haryana this ratio has decreased from 35 in 2007-08 to 32 in 2010-11 at Primary level. For all schools it was 30 in 2007-08 and has reduced to 27 in 2010-11. It shows that number of class room has increased. At national level, this ratio has reduced from 37 to 31 for Primary and 35 to 31 for all schools during 2007-08 to 2010-11 as shown by table 4.

**Table 4: Average Student Class Room Ratio**

Year	Haryana		All India	
	Primary Schools	All Schools	Primary Schools	All Schools
2007-08	35	30	37	35
2008-09	34	30	35	33
2009-10	35	32	32	32
2010-11	32	27	31	31

Source: DISE, Flash Statistics

- **PUPIL - TEACHER RATIO**

To access the quality in education system, pupil- teacher ratio is computed. Pupil-teacher ratio is the number of pupils enrolled in particular level of school divided by the number of school teachers in that level. It is the ratio of students to teachers in a school. Lower ratio shows the availability of more teachers for students. In Haryana this ratio was 22 in 2007-08 and has increased to 30 in 2010-11 for Primary level. For Upper Primary level has decreased from 23 to

22 during this time period as shown by table 5. On the other side, Primary level as well as upper primary level the ratio has reduced from 34 to 32 and 31 to 29 in 2007-08 to 2010-11 in all India

**Table 5: Pupil-Teacher Ratio**

Year	Haryana		All India	
	Primary Schools	Upper Primary	Primary Schools	Upper Primary
2007-08	22	23	34	31
2008-09	32	23	34	31
2009-10	37	26	33	31
2010-11	30	22	32	29

Source: DISE, Flash Statistics

- **GROSS ENROLMENT RATIO (GER)**

Gross Enrollment Ratio, is the ratio of individuals who are actually enrolled in schools to the number of children who are of the corresponding school enrollment age. It can be greater than 100% as a result of grade repetition and entry at ages younger or older than the typical age at that grade level. Table 6 indicates the GER for Primary and Upper Primary level. In Haryana GER has increased from 80.31 in 2007-08 to 95.73 in 2010-11. During the same time period GER for Upper Primary level has increased from 64.05 to 79.30.

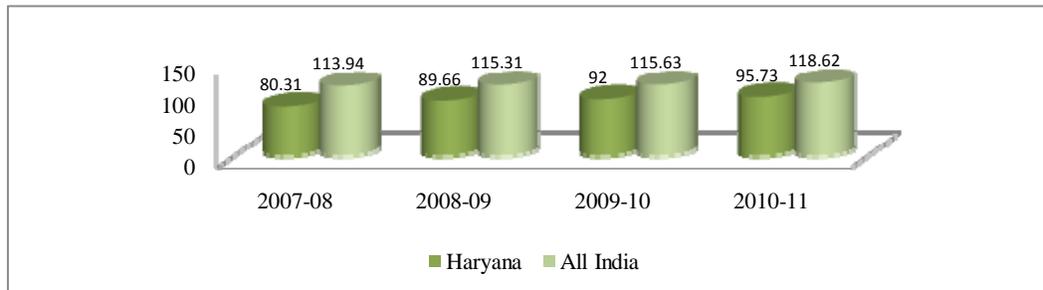
**Table 6: Gross Enrolment Ratio**

Year	Haryana		All India	
	Primary Schools	Upper Primary	Primary Schools	Upper Primary
2007-08	80.31	64.05	113.94	69.88
2008-09	89.66	69.98	115.31	73.74
2009-10	92.00	74.14	115.63	75.8
2010-11	95.73	79.30	118.62	81.85

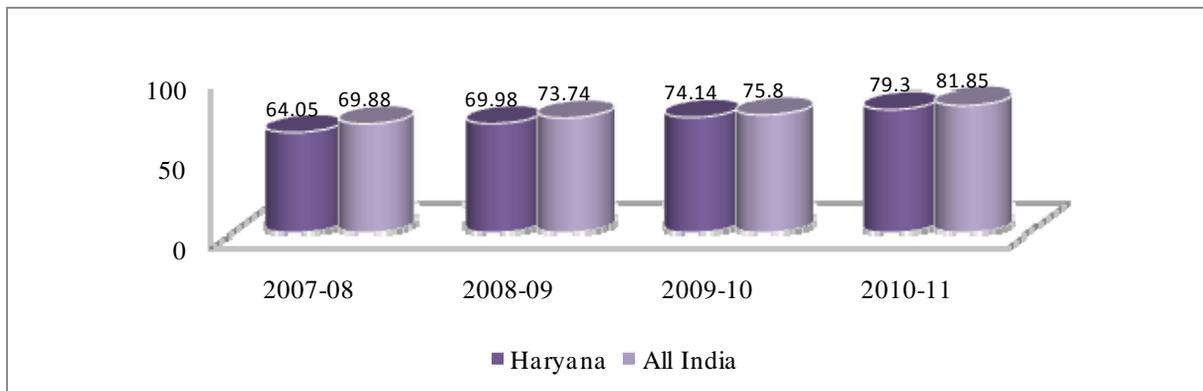
Source: DISE, Flash Statistics

At national level GER for Primary education and upper primary level has also increased in a considerable manner. GER at Primary level is shown in figure 1 and Upper Primary level is shown in figure 2.

**Figure 1: Gross Enrolment Ratio at Primary Level**



**Figure 2: Gross Enrolment Ratio at Upper Primary Level**



- PERCENTAGE OF GIRLS ENROLMENT**

Percentage of girls' enrolment in total enrolment is shown by table 7. In Haryana this was 46.01 per cent in 2007-08, and it has decreased to 45.52 per cent in 2010-11 at Primary level. During the same period for Upper Primary level it has decreased from 46.63 per cent to 45 per cent.

On the other hand, at national level, percentage of girls' enrolment at Primary level was 48.22 in 2007; it has increased to 48.41 in 2010-11. For Upper Primary level it has increased from 46.99 to 48.39 during the same period. It is clear from the table that, In Haryana girls' enrolment has fallen down at Primary level by 1.17 per cent and at Upper Primary level it has decreased by 3.49 per cent. While at National level this has increased by 0.39 per cent and 2.98 per cent for Primary and Upper Primary level respectively.

Table 7: Percentage of Girls Enrolment in Total Enrolment

Year	Haryana		All India	
	Primary Schools	Upper Primary	Primary Schools	Upper Primary
2007-08	46.06	46.63	48.22	46.99
2008-09	47.24	47.93	48.38	47.58
2009-10	47.1	47.44	48.46	48.12
2010-11	45.52	45.0	48.41	48.39

Source: DISE, Flash Statistics

### • EDUCATION DEVELOPMENT INDEX

The Working Group on EDI identified a number of indicators falling under different aspects universalisation of education, covering input, process and outcome indicators. This set of indicators take note of all aspects and is expected to present the true picture of universalisation. The variables used to compute EDI are presented in Table 8.

Table 8: Components of Education Development Indicators

Component	Indicator
<b>ACCESS</b>	Percentage of Habitations not Served
	Number of Schools per 1000 Child Population
	Ratio of Primary to Upper Primary Schools/Sections (only at Upper Primary stage)
<b>INFRASTRUCTURE</b>	Average Student-Classroom Ratio
	Schools with SCR $\geq 60$
	Percentage of Schools without Drinking Water Facility
	Percentage of Schools with Common Toilets
	Percentage of Schools with Girls' Toilets
<b>TEACHERS</b>	Percentage of Female Teachers
	Pupil-Teacher Ratio
	Percentage of Schools with Pupil-Teacher Ratio $\geq 60$
	Percentage of Single-Teacher Schools where the Number of Students $\geq 15$
	Percentage of Schools $\leq 3$ Teachers
<b>OUTCOME</b>	Percentage of Teachers without Professional Qualifications
	Overall Gross Enrolment Ratio
	Gross Enrolment Ratio - Scheduled Castes
	Gross Enrolment Ratio - Scheduled Tribes
	Gender Parity Index in Enrolment
	Repetition Rate
	Dropout Rate
	Ratio of Exit Class over Class I Enrolment (only at Primary stage)
	Percentage of Appeared Children Passed
Percentage of Appeared Children Passed with $\geq 60$ percent and more Marks	

Source: DISE

It may also be noted that EDI in India is still evolving and each indicator used have a specific purpose. As many as 23 indicators have been used in computing EDI which are further re-grouped into the following four sub-groups:

- Access Index
- Infrastructure Index
- Teacher Index
- Outcome Index

DISE provides information in case of most of these indicators that have been used to compute the EDI at Primary and Upper Primary levels of education.

- **Access Index:** Under the access indicators, two indicators namely, percentage of un-served habitations and availability of schools per thousand child population (6-11/11-14 year) have been used. Due to many limitations, ratio of Primary to Upper Primary schools/sections has also been used as an indicator of access at Upper Primary level of education. While computing the ratio, Primary and Upper Primary schools as well as Primary and Upper Primary sections attached to Secondary and Higher Secondary schools have been considered. Table 9 indicates the different indexes with their ranks. In 2007-08 the value of Haryana's access index was 0.525 with rank 18. The value of this index has increased to 0.811 with rank 4 in 2010-11. Haryana has improved a lot in this index.

**Table 9: Values of Different Indexes**

Year	Access Index	Infrastructure Index	Teacher Index	Outcome Index
2007-08	0.525 (18)	0.903 (3)	0.727 (13)	0.692 (16)
2008-09	0.551 (16)	0.872 (4)	0.708 (17)	0.699 (17)
2009-10	0.728 (7)	0.864 (9)	0.779 (15)	0.676 (16)
2010-11	0.811 (4)	0.839 (6)	0.819 (15)	0.749 (20)

Source: DISE, Flash Statistics

- () terms are ranks

- **Infrastructure Index:** The Working Group on EDI identified five indicators under infrastructure set of indicators. Average student classroom ratio, percentage of schools with student classroom 60 and above, percentage of schools without drinking water facility in school

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and percentage of schools with common and girls' toilet are such indicators. For Haryana the value of this index was 0.903 with rank 3 among all the states in 2007-08 but this value has fallen down to 0.839 with rank 6 in 2010-11. Haryana's rank has fallen down in infrastructure index which is shown by table 9.

○ **Teacher Index:** The third set of indicators, six in numbers, is teacher related indicators. Pupil teacher ratio, percentage of female teachers, schools with PTR 60 and above, percentage of single-teacher schools, percentage of schools with less than 3 teachers and percentage of teachers without professional qualifications are such indicators under this category. It is clear from the table 9 that, in 2007-08 the value of this indicator was 0.727 with rank 13 for Haryana. Its value has improved to 0.819 but rank has fallen to 15 in 2010-11. This shows though Haryana has improved but other states are ahead in this respect

○ **Outcome Index:** The last set of indicators is related to outcome indicators amongst which gross enrolment ratio (overall, SC and ST) is the most important one. Gender Parity Index (enrolment) is another important indicator which shows the extent of participation of girls compared to their counterpart boys in educational programmes. One of the other important outcome indicators is ratio of exit class over Class I enrolment which has been used only at Primary level. Average dropout and repetition rates are other important outcome indicators which have been computed by using DISE. Pass percentage and percentage of appeared children passing with 60 per cent and above marks in terminal Grades IV/V and VII/VIII, considered as proxy indicators of learners' attainment, are also used in outcome indicators in the EDI. For Haryana, the value of this index was 0.692 with rank 16 in 2007-08, (shown in table 9) the value has increased to 0.749 but rank falls to 20 in 2010-11. It shows Haryana has improved but other states have also improved more than Haryana.

Using these four indexes EDI is computed. For Haryana the value of EDI was 0.730 with rank 7 for Primary level in 2007-08. This value has improved in 2010-11 i.e. 0.714 but rank drops down to 13. For Upper Primary level the value of EDI was 0.780 with rank 10, it has improved to 0.809 with the same rank in 2010-11. Composite index of EDI shows that value has improved from 0.755 to 0.761 but rank has plunged from 7 to 11 during 2007-08 to 2010-11 as shown in table 10.

**Table 10: Education Development Index**

Level of Education	2007-08	2008-09	2009-10	2010-11
Primary	0.730 (7)	0.714 (4)	0.590 (12)	0.714 (13)
Upper Primary	0.780 (10)	0.789 (6)	0.770 (11)	0.809 (10)
Composite P&U	0.755 (7)	0.752 (4)	0.680 (11)	0.761 (11)

Source: DISE, Flash Statistics

() terms are ranks

### • LITERACY RATE

Literacy refers to the ability to read for knowledge and write coherently and think critically about the written word. Table 11 shows the literacy rate of different districts of Haryana of census 2001 and 2011. There is improvement in literacy rate of most of the districts but some are worse than before. These districts are Rewari, Gurgaon, and Faridabad. In 2001 literacy rate was highest in Rewari i.e. 89.04 and lowest in Faridabad i.e. 58.16 (as shown in table 11). This rate has increased in 2011 and it is highest in Punchkula i.e. 83.4 and lowest in Gurgaon (56.1) also shown in figure 3. Male literacy has also improved in the decade. In 2001 it was highest in Mahendergarh (85.31) and lowest in Rewari (61.25). In 2011 it is highest in Rewari i.e. 92.9 and lowest in Gurgaon i.e. 73. Male literacy rate has improved in all the states. This is shown in table 11. Female literacy rate has improved but in Rewari it has fallen down. In 2001 it was highest in Rewari (88.67) and lowest in Kaithal (47.6). In 2011 it is highest in Punchkula (77.5) and lowest in Gurgaon and Fatehabad (59.3) shown in table 11.

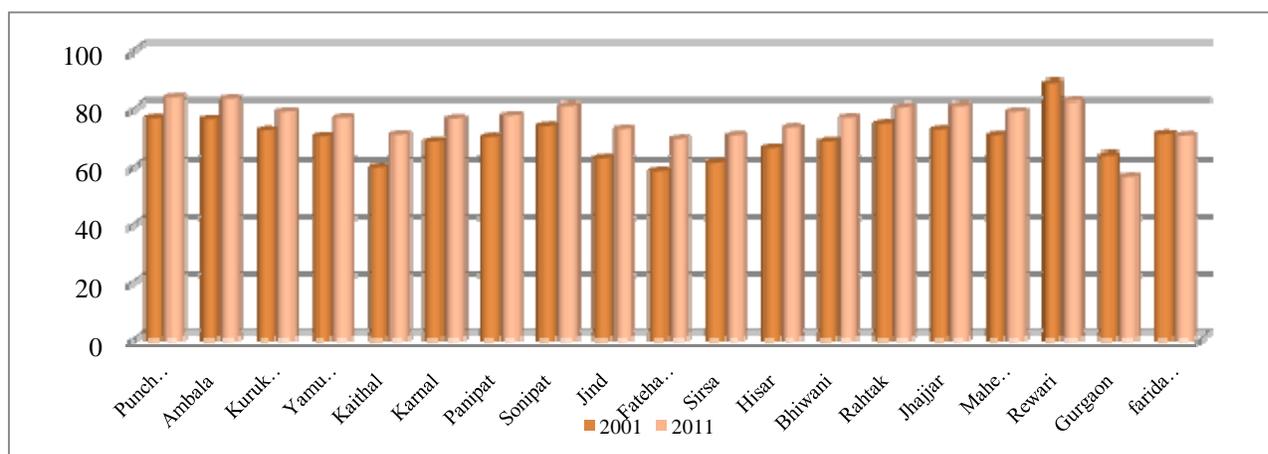
**Table 11: Literacy Rate in Haryana**

District	Male		Female		Literacy rate( Persons)	
	2001	2011	2001	2011	2001	2011
Punchkula	82.74	88.6	68.98	77.5	76.54	83.4
Ambala	83.01	88.5	68.48	76.6	76.2	82.9
Kurukshetra	79.28	85.1	64.08	72	72.2	78.9
Yamuna Nagar	78.23	83.5	60.76	69.2	70.04	76.7
Kaithal	69.81	79.3	47.6	60.7	59.5	70.6
Karnal	76.74	83.7	58.42	68.3	68.2	76.4

Panipat	79.16	85.4	58.48	68.2	69.75	77.5
Sonipat	83.95	89.4	61.65	70.9	73.71	80.8
Jind	74.69	82.5	48.96	61.6	62.8	72.7
Fatehabad	68.71	78.1	46.41	59.3	58.16	69.1
Sirsa	70.93	78.6	50.31	61.2	61.2	70.4
Hisar	77.62	82.8	52.09	62.3	65.85	73.2
Bhiwani	81.19	87.4	53.5	64.8	68.17	76.7
Rahtak	84.29	88.4	63.19	71.2	74.56	80.4
Jhajjar	83.26	89.4	59.88	71	72.48	80.8
Mahendergarh	85.31	91.3	54.61	65.3	70.43	78.9
Rewari	61.25	92.9	88.67	70.5	89.04	82.2
Gurgaon	77.11	73	48.29	59.3	63.61	56.1
Faridabad	82.49	82.6	56.8	75.2	70.79	70.3

Source: Census of India

**Figure 3: Literacy Rate (Persons) in Haryana**



## V. CONCLUSION WITH POLICY IMPLICATIONS

In concluding words, we can say that Haryana government has taken many steps to strengthen the education system in general and elementary education in particular. Over the period of time, Number of Primary and Upper Primary schools has increased. In total number of schools, percentage of government schools has fallen down and private schools have increased. Density

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of Primary and Upper Primary schools has enlarged and elevated than national level. Enrolment of students in privately management schools is higher than government schools.

In Haryana availability of teachers are higher than national level. This is shown by pupil- teacher ratio. This ratio has augmented in Haryana and fallen down at all India. In Haryana Gross Enrolment Ratio is lesser than National level but during the period 2007-08 to 2010-11 percentage increase in GER at Primary and Upper Primary level are higher in Haryana than national level. In total enrolment percentage of girls' enrolment has dropped down in Haryana while it has increased at national level. The various indexes of EDI shows that Haryana has improved a lot in terms of relative values but rank has fallen down for infrastructure index, teacher index and outcome index. Only in access index Haryana has recovered its rank

In EDI, for Primary level the relative value as well as rank has fallen down. For Upper Primary level, relative value has improved with same rank. Composite value of Primary and Upper Primary level also indicate that relative value has enhanced but rank has fallen down this shows that other states has done better than Haryana. The literacy rate among districts of Haryana has improved in most of the states except Rewari, Gurgaon and Faridabad. Male literacy rate has improved in all the states on the other hand female literacy rate has regained except in Rewari and Faridabad. Male literacy rate is higher than female literacy rate in all the districts. In short we can say that Haryana government is doing a lot for universalisation of elementary education but it should take more effective steps in the field of provision of schools availability, infrastructure and availability of trained teachers in schools. It should take more and effectual steps to increase access of education to female also because elementary education is building block of a child's life. If base is strong then building will also be strong.

To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and elementary education in particular. India has demographic advantage in the form of huge number of young people. To make India a global human resource development (HRD) hub, we need to be humble in slow and steady progress in all HRD activities including education which calls for recognizing them as the infrastructural activities and required to be undertaken as essential services.

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