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# EDUCATION IN UTTARAKHAND: IMPACT ON HUMAN DEVELOPMENT

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**ABSTRACT:**

**Human Development Index is a composite index to measure the development of human resources in each country and there lies four indicators of life expectancy, income per capita, the average number of years studying and hope to the number of years of education will be formed. This article reviews educational system in the State of Uttarakhand, theoretically. Countries, according to the Human Development Index rates countrieswith high human development, and human development countries with medium and low human development countries are divided. Data is mostly taken from official government websites, books and other research works till date. We used the content analysis method in this case study. The objective of the presented research paper is to Study relationship between educational infrastructure and improvement in HDI, as it is calculated by the geometric mean (equally-weighted) of life expectancy, education, and GNI per capita. The effect of education on human development in the Studied countries is much higher than life expectancy and per capita income. The findings of the study reveals special educational requirements in the hilly districts of the Uttarakhand.**

**Keywords: Human Development, composite index, educational infrastructure, geometric mean, GNI per capita.**

## INTRODUCTION:

"Human development is concerned with what I take to be the basic development idea: namely, advancing the richness of human life, rather than the richness of the economy in which human beings live, which is only a part of it."

(Amartya Sen, Nobel Laureate, 1998)

The human development indices provide an assessment of country accomplishments in various spaces of human development. Human Development Index is a composite index to gauge success in each country, primarily based on three criteria of human development: a long and healthy life, access to knowledge and wisdom and good living. People are real wealth of every nation. Countries are categorized into three: those with very high human development, countries with high human development, human development countries with medium and low human development.[1]

## OBJECTIVES:

•To analyze the attainment of education in the State of Uttarakhand.

• To figure out specific educational requirements in the hilly districts of the state.

• To find out ways to encourage participation in secondary and higher level of education in the fullest attainment of SDG for education.
• To study the link between educational infrastructure and improvement in HDI.

**Human Development Index:**

The human development concept was evolved by economist Mahbub ul Haq. Working with Amartya Sen and others in 1990 Dr.Haq published the first Human Development Report, which had been commissioned by the United Nations Development Program (UNDP). The human development model stressed on everyday experience of ordinary people, including the social, psychological, cultural, economic, environmental and political processes. The Human Development Index has be come widely used indices of well being in modern world and has succeeded in well-being beyond the important but nonetheless slim confines of profits.[2]

**Education and India's Commitment:**

Education indicator is one of the three indices of human development index. It is grounded on the adult literacy rate and the combined GER for primary, secondary and tertiary education. Education levels is Categorized as primary, secondary, post-secondary and tertiary in accordance with the International Standard Classification of Education. Primary education provides a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects.

The fact has been duly recognised in the Directive Principles of the State Policy of the Constitution of India, wherein basic education has been made obligatory for all Up to the age of 14. Though education is in the concurrent list of the Constitution, the State government plays a very major role in the development of education particularly in the primary and secondary education, sectors. India is a signatory to Dakar (2000) declaration and is actively participating in the worldwide movement for 'Education for All' since its first conference in Jomiten, 1990.[3]

**ANALYSIS:**

Overview of literacy level in Uttarakhand

**Literacy Rate in Uttarakhand and India,2001-2020(percent)**

| Year | Uttarakhand | India |
|---|---|---|
| 2001 | 72 | 65 |
| 2011 | 79.63 | 72.98 |
| 2021 | 87.6 | 75 |

Source: census of India 2021

Despite ranked 4th in Niti Aayog's SDG India Index 2020-21, there is wide Gender Gap in literacy in Uttarakhand than all india. Average which is nearly 20 points. This suggests that sustained efforts should be made to reduce this gender gap which is still considerably at a higher level.[4]

**Education in Uttarakhand: A Statistical Outlook:**

TABLE 6.7

Number of Schools by Level of Education, 2002

| *Indicators* | *Primary Schools* | *Upper Primary Schools* | *High Schools* | *Higher Secondary Schools* | *Total* |
|---|---|---|---|---|---|
| Number | 13902 | 3471 | 759 | 1068 | 19200 |
| Number as percentage to total | 72 | 18 | 4 | 6 | 100 |

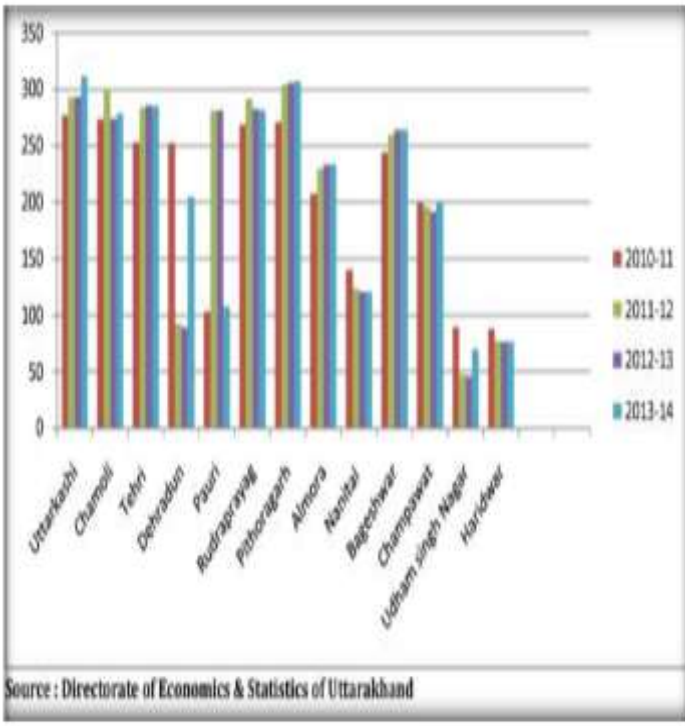
*Source: Selected Educational Statistics, 2002-03.*

Uttarakhand has more than 19,000 schools for primary, secondary and senior secondary education. More than 550-degree colleges and 29 universities are a part of higher education in Uttarakhand.[5]

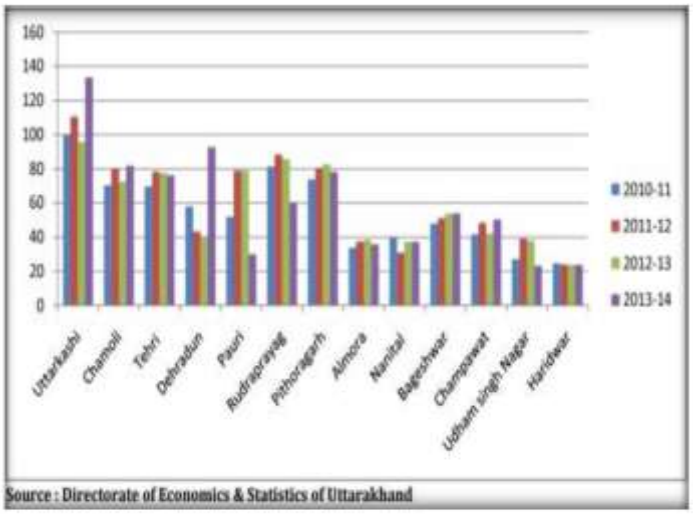
The both government and private colleges of Uttarakhand offer degree programs in science, arts and commerce streams along

with the professional courses. As per the District Information System for Education (DISE) 2015-16 data, annual school dropout rate in Uttarakhand is different at various levels. In Uttarakhand, the dropout rate is 8.16% at primary level education. At upper primary level, boy's dropout rate is 10.05% while for girls, it increases to 12.06%. (percent)

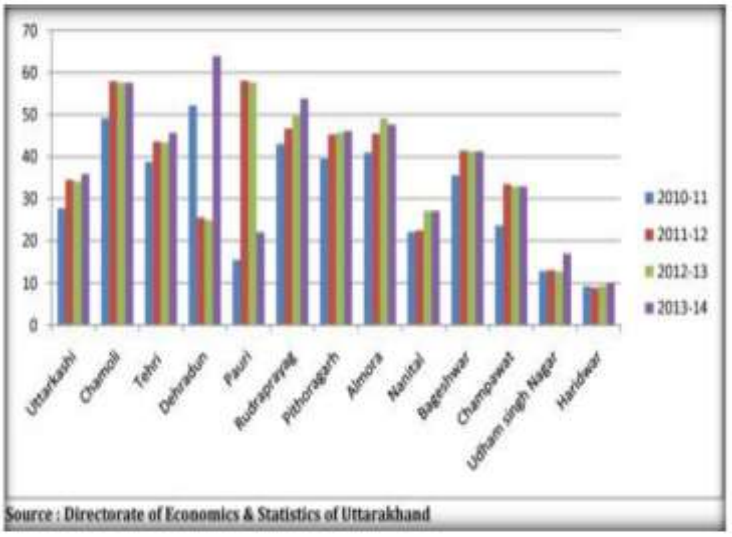
There is a sharp rise in the dropout rate at the secondary level as 12.24% boys and 9.26% girls leave education at this level as per the statistics of the academic year 2015-16. The average annual drop out of boys at the higher secondary level is 4.45% and for the girls, it is 1.66%.




Graph 1: display the number of junior schools in the districts of Uttarakhand. Uttarkashi has the maximum number of junior schools followed by Pithoragarh, Tehri, Rudraprayag and chamoli. There is a drastic declining in Dehradun in 2011-12. Udhamsinghnagar has the minimum number of junior schools followed by Haridwar. The graph shows the advancement in the districts Almora, Bageshwar and Champawat.




Graph 2: display the number of senior basic schools in the districts of Uttarakhand. Uttarkashi has the maximum percentage in the year 2013-14 followed by Dehradun, Chamoli, pithoragarh and Tehri whereas minimum in Udhamsingh nagar, haridwar, almora and nanital. There is a huge reduction in percentage of schools in Pauri and Rudraprayag in 2013-14. The number of schools in rest of the districts increased with a minor difference.




Graph 3:display the number of higher secondary schools in the districts of Uttarakhand. In 2013-14 dehradun has maximum number of secondary schools with63.91%, which is then followed by chamoli and pauri in 2011-12 with 57.58% and 53.85% respectively. Satisfactory efforts are made in pithoragarh and Almora with growing scale in every year which settled with 46.13% and 47.67% in 2012-13.As per the statistical data U.S. nagar and haridwar has minimum number of school with 16.94% and 10.08% respectively.[6]

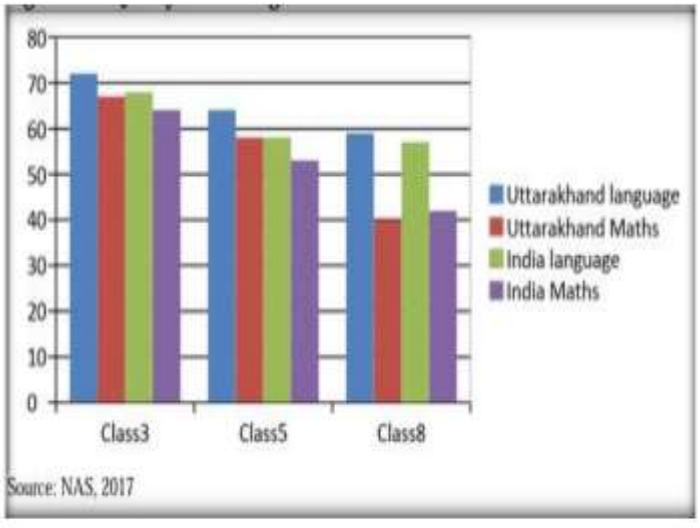
**Improvement in School Facilities in Uttarakhand (2005-2015):**

| | 2005-06 | 2015-16 |
|---|---|---|
| Student Classroom ratio | 22 | 18 |
| Schools with drinking water | 75.39 | 95.14 |
| Schools with Girls Toilet | 41.58 | 97.18 |
| Schools with Boundary Wall | 51.76 | 80.40 |
| Schools with Computers | 14.19 | 92.07 |
| Schools with Ramp | 5.96 | 70.83 |

Source: DISE 2005-06 & 2015-16

**Quality of Learning:**

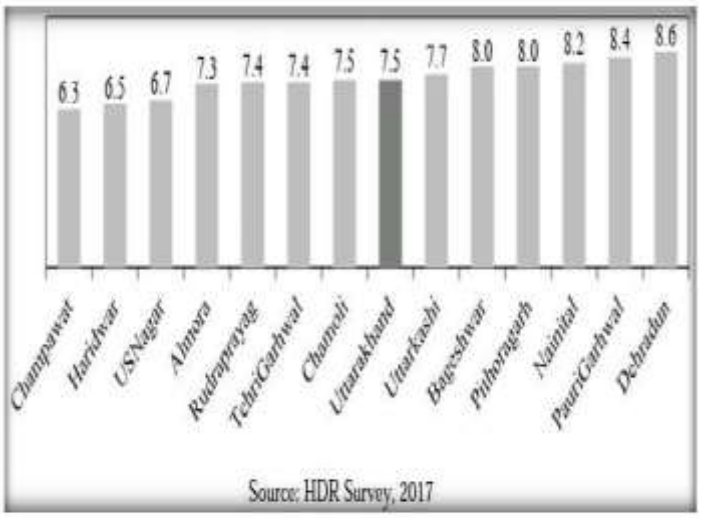
The quality of learning is equally important as attending classes is National Achievement Surveys (NAS) are conducted in different cycles by NCERT. In an assessment survey conducted in 2017 for Class III, the achievement highlights for student abilities in Language (listening, recognition of words, and reading comprehension) and in Mathematics (numbers, basic operations measurements, data handling pattern, money and geometry). Uttarakhand's performance was above the national average in both language and mathematics. [8]




SDG 4: An Impact of Education on Human Development

**• Mean Years of Schooling**

The education index in the HDI comprises two indicators viz., the mean years of schooling for adults aged 25 years and older, and the expected years of schooling for children in the school entering age. The mean years of schooling (MYS) is based on the duration of schooling of a child at every level of education and it replaced the literacy rate. This indicator portrays better educational achievements of the people than literacy rate (HDR. 2010).

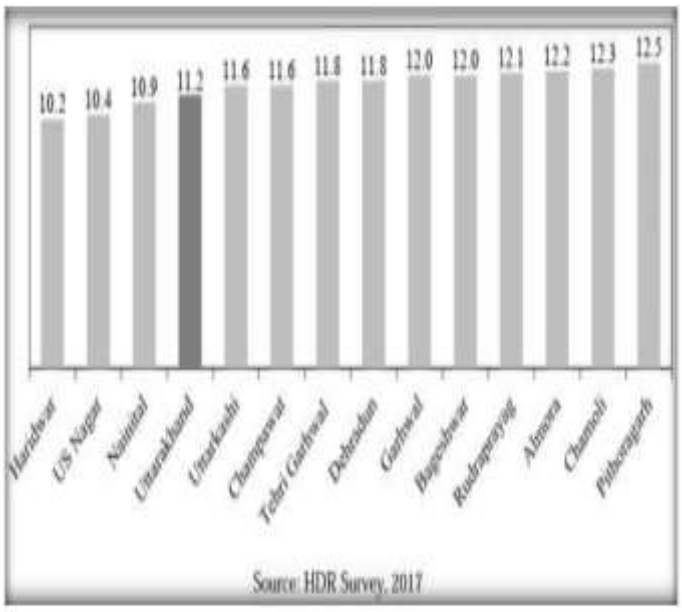



The data for the mean years of schooling is derived from the available data on educational attainments, since data on the distribution of population by age and educational levels is available from HDR survey data. The number of years of schooling for each level of education is then applied as a multiplier to the age-education frequency distribution to get the mean years of schooling for the given distribution.

From HDR Survey 2017, the mean years of schooling(MYS) estimated at 7.5 years for Uttarakhand Inter-district variations reveal that the mean years of schooling ranges from 6.3 years in Champawat to 8.6 years in Dehradun, Uttarkashi, Pithoragarh, Bageshwar. Nainital, PauriGarhwal and Dehradun having mean years of schooling higher than the state average while Champawat, Hardwar, US Nagar, Almora, Rudraprayag. Tehri Garhwal and Chamoli having mean years of schooling lesser than the state Average.[9]

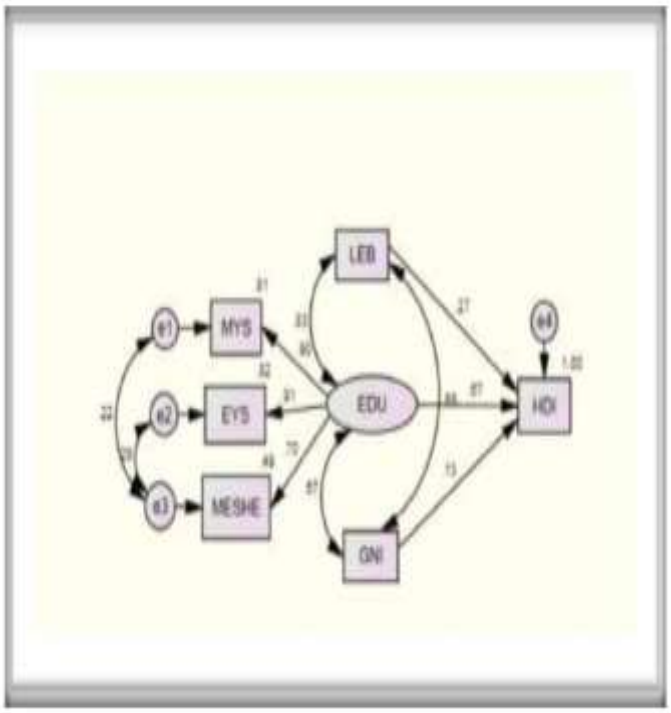
**• Expected Years of Schooling:**

Expected years of schooling (EYS) is the second indicator of educational achievements. The estimates of which are grounded on enrolments by age at all the levels of education and the number of school going age children in the population, at all level of education. Thus, the EYS is a measure of the number of years of schooling a childis expected to receive if the current rate of enrolments is maintained throughout the child's life. The advantages of using this indicator are it takes into account both the stock and flow dimensions of the schooling system. [10]




The estimates for the expected years of schooling reveals that in Uttarakhand, given the existing enrolment patterns, on an average a child can be expected to complete at least the secondary level of schooling as (EYS -11.2 years). Only 3 districts of Nainital, US Nagar and Haridwar show expected years of schooling less than the secondary level pointing towards the need to research reasonsas well as the implementation of sufficient policy measures to enhance the same. Pithoragarh district has the maximum expected years of schooling, which is around 13 years.

In this model, the relationship between higher education and human development has been delved. In The following model, the Human Development Index (HDI), Education (EDU), Life expectancy at birth (LEB), Gross national income (GNI) Per capita, Mean years of school (MYS), Expected years of schooling (EYS) Have been used in Mean years of school in higher education (MESHE).




Education, per capita income and life expectancy at birth have a positive impact on human development. On the basis of this model, the effect of education (0.65) on human development in the Studied countries is much higher than life expectancy (0.27) and per capita income (0.13).[12]

**CONCLUSION:**

The task of promoting education and capacity building in human resources in Uttarakhand is quite intimating. The adult literacy rate is 84.62 percent with a gender gap of nearly 15 points, reported the highest in Uttarkashi and lowest in Nainital. This clearly shows an imperative need to promote female literacy and education in the state in order to

reach the SDG Goal 4. Further, the drop in the Gross Enrolment Rate (GER) from the secondary to higher secondary levels Indicate problems of retention.

Anganwadi centres have a dominant role in the provisioning of pre-school facilities in the state with more than 50 percent of the preprimary school going children enrolled in these centres. Shortages of schools in the higher levels of education (secondary and higher secondary) is also a policy pointer for the state.

School Infrastructure is reported to have shown an improvement as reported by Human Development Report 2017. There has been an increase in the provisioning of sanitation facilities, drinking water, availability of ramps and access to computer facilities. There is a hills-plains disparity in Uttarakhand with higher proportions of children in the hills availing of education from government schools.

A large number of children are out of school in Uttarakhand, accounting for 5.25 percent of the total elementary school age children in the state. Among the hilly districts, the dropout rate is highest in the secondary level in Pithoragarh followed by Chamoli. To attain the SDGs for education, Uttarakhand needs to emphasizeand encourage participation in secondary education and higher levels of education.

**RECOMMENDATIONS:**

• Male and female literacy rate is higher in the state than all-India average. But still, it is 19 per cent points lower than in the leading state Kerala. Also the gender gap is quite high. To the extent of 23.75 per cent points.

• To increase enrolment and improve the quality of education, there is need to fill the major infrastructure gaps existing in the state. Distribution of existing resources to be rationalized.

• More schools need to be constructed: Number ofschools (primary and upper primary) is notadequate especially in the districts like Champawat,Haridwar, Dehradun and Uttarkashi.

• Allocated funds need to be utilised fully: Availability of fund is not always the constraint but the implementing machinery should be competent enough to use it in a proper manner.

• Need to follow time management in project implementation: Ambitious projects are designed but due to lack of time management and pre project activities like environment building, training at the grassroot level etc., are not carried out properly in many programmes like SarvaShikshaAbhiyan etc. Immediate steps should be taken to implement the programmes in such time frame so that all the stages could be implemented in practice.

• Proper training of PRIS: The objective of such training schedules should aim at better understanding of their role (s)/responsibility (ies) in management of school education.

• The quality of education being imparted will be monitored with the help of frequent quarterly standardised assessments and the results Will be displayed on a portal.

• The option of using solar energy could be explored to address the challenge of providing electricity to all schools.

• Private participation is being tried for improving the quality of education in primary schools. Pilots programmes for running SMART classes in many schools, which can also be scaled up.[14]

• The cost of education delivery in hilly districts is higher than in the plains, which leads to higher costs in the education almost 2 or 3 times the national average." This imbalance can be redressed by providing more finances for the education sector in the hilly districts. [15]

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