

Status of Elementary Education in Uttarakhand

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ABSTRACT

Education, after food, clothing, and shelter, is the most basic requirement for humans in today's society. Before school, we only interact with our family, parents, and other immediate family members, and this primary exposure not only generates new ideas in us, but also instils sociable practises such as identification, relationship, sharing, support, and empathy, all of which are important contributors to adulthood. Because primary education serves as a firm basis for further education, career choices, and people's lifestyles, it is one of the most basic and important concerns. Because of many government measures implemented even in rural locations, enrolment in primary schools has been a flourishing tale in the state of Uttarakhand. However, keeping these children until their education is completed remains a major challenge. Female are more likely than male students to drop out of primary school. The purpose of this paper is to look into the various factors that contribute to this high dropout rate, to assess the impact of primary education standards on the state's HDI and the consequences of this, to learn about the various initiatives taken by the government and other non-governmental organisations to fulfil the right to education in Uttarakhand, and to look into the various challenges that come with achieving the (RTE) Right to Education Act and possible solutions for these problems in State.

KEYWORDS: Elementary education, Gross enrolment ratio, Dropout rates, Policies and programmes

INTRODUCTION

Education is an important apparatus for nurturing the human development. It is an effective tool to strengthen human capabilities and to give a base to human man to grow into a global world more confidently. Education fosters the human development by reducing the gender disparities in addition to the increment in the income earning capabilities. "Article 45" highlights the status of free and compulsory education to the children who are below 14 years of age group. As we all know, there are two types of externalities i.e. positive and negative externalities. Highlighting the education sector, they form the base of positive externalities which benefitted the whole society at a very large extent. Positive externalities enhancing the welfare of society by applying the stamp of education in the growing world.

Focussing on the Sustainable Development Goals, the 4th goal shows the quality education which fosters the inclusive growth or even prioritize their life, long

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learning opportunities by the end of 2030. Talking about the Primary or Elementary education it lays the foundation stone to empower the children to achieve much more in their lives. The Government of India, lays special emphasis on primary education which are broadly divided into two parts-lower primary (1st to vth) and upper primary (vth to viiith) which is known as Elementary education, in which children from 6 to 14 age group are included there in. Basic aim of elementary education is to develop basic skills and acquisition of values to enlighten the students to do much more creative and skilful work in the field of education. The goal was to accomplish Universalization of Elementary Education (UEE) within ten years, or by 1960, when the Constitution was adopted in 1950. Given the state of education in the country at the time, the objective was far too lofty to attain in ten years. As a result, the deadline was repeatedly pushed back. All efforts were concentrated on providing educational facilities until 1960. Other

components of UEE, such as universal enrolment and retention, were not given much thought by planners and policymakers until after the goal of access had been attained. All elementary education programmes, in general, and primary education in particular, are currently emphasising on education quality. In the preceding fifty years, efforts to universalize elementary education have been made. Since 1950, every area of primary education has vastly improved. The researcher totally focusses on the status of Elementary education in Uttarakhand by putting light on the major topics like dropout rates, Gross Enrolment ratio, policies and programmes running under the regime of State Government and various problems and prospects.

Review of Literature

Bidyalakshmi, 2016, the formal system of education begins with elementary schooling. Half of a child's job is done if he or she has a proper or well rooted foundation. It's the start of a new school year. Even India's constitution recognises this right, with Article 45 ensuring free and compulsory education for children until they reach the age of fourteen. Every youngster is entitled to receive an education. Primary school enrollment has risen dramatically in Manipur over the last two decades, yet it still falls short of expectations. Many private and public primary schools exist today. Despite the fact that the Senapati district has a large number of government primary schools, they are not well developed or maintained. Compared to private schools, there are numerous flaws. That is why, despite the higher cost, parents prefer to send their children to private schools over public schools. Many impoverished children will not receive a proper education if government schools are not well-maintained and improved, as their parents cannot afford to send their children to a private school. There will be no development in society or state unless each youngster receives a proper education. As a result, the government must take initiatives to promote and improve basic education in Manipur's Senapati district."

Mehra, 2012, Because education is on the concurrent list, both the state and the federal government have a role to play. Several projects and programmes have been created in various states of the country to fulfil the objective of Education for All (EFA). The District Primary Education Program (DPEP) was launched in 1994-95, and the SarvaShikshaAbhiyan (SSA) was launched in 2000-01. On its part, the federal government has been developing programmes and distributing funding to states. However, it is up to the states to implement the plan. Under these programmes, Kerala, Punjab, and Himachal Pradesh

have made significant strides in improving school infrastructure. However, these centrally funded programmes have failed to aid Bihar, Uttar Pradesh, and the eight states of North East India. Where educationally backward regions like Bihar and Uttar Pradesh lack the financial means to implement the programmes, the SSA was only adopted in the North East area in 2002-03. As a result, allocations should be made free of corruption, timely, and require good administration to address their education gap. Because of the shortage of facilities and drinking water, many families choose not to take their children to school. In this sense, immediate action is necessary. These are children's fundamental rights in schools, and they must be protected."

Objectives

- To examine the status of enrolment and dropouts in elementary education and its causes.
- To evaluate the different initiatives undertaken by Government towards fulfilment of Elementary education at a glance.

Methodology

This paper is mainly based on secondary sources. The researcher collected data from several sources like Human Development report, Educational Statistics at Glance report (2018) and (2016), Annual Status of Education report, UDISE report etc.

Study Area

On November 9th, 2000, a new state, Uttarakhand, was formed from the hilly portion of Uttar Pradesh. Uttarakhand is a state comprising thirteen districts, 110 tehsils, ninety-five blocks, and 16674 villages. In the Central Himalayan zone, the state is highly wooded and exceedingly hilly. It covers a geographical area of 53,483 km² and is situated between latitudes 28° 43' and 31° 27' N and longitudes 77° 34' and 81° 02' E. From the snow-capped Himalayan peaks to the sub-tropical Terai region, this state features a wide range of geographical conditions and a diverse bio-diversity. The Tons River separates it from Himachal Pradesh in the northwest, while the Kali River separates it from Nepal in the east, with the Himadri's snow-capped peaks marking the Indo-Tibetan border. It shares a short border with Haryana in the west and the Terai area in the south-west. According to the 2011 census, the state's population is 10,086,292. Males make up 5,137,773 of these, while females make up 4,948,519 of them. The state grew by 18.81 percent since the previous census. Uttarakhand has a sex ratio of 963 and a population density of 189 people per square kilometre.

Present Analysis of the Study

In this study, the researcher mainly focusses on the Gross Enrollment ratio, Dropout rates, policies and programmes running under by Center and State Government, and various challenges which the children face in the education sector.

A. Gross Enrollment and Dropout Rates in Elementary education:

Gross Enrollment Ratio- Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population in a given school year. School-age Population: This is the population of the age group that officially corresponds to the relevant educational level.

Percentage wise Gross Enrolment ratio in India (2015-16)

| | | | |
|-------------|-------|--------|-------|
| All | Male | Female | Total |
| | 94.5 | 99.6 | 96.9 |
| SC category | Male | Female | Total |
| | 105.3 | 110.8 | 107.9 |
| ST Category | Male | Female | Total |
| | 103.4 | 103.1 | 103.3 |

Source- National Institute of Educational Planning and Administration, New Delhi

Out of a total of Gross enrolment ratio of all categories of students of India i.e. 96.9% of which 94.5% of males are enrolled in various professions and 99.6% of females enrolled in different streams as well. Total SC category students i.e. 107.9% of which 105.3% enrolled in various streams and 110.8% of women enrolled which is quite high as compared to males. Total ST category students i.e. 103.3% of which males enrolled are 103.4% and female's ratio is a slight low i.e. 103.1%.

Gross Enrollment ratio in Uttarakhand (2019-20)

| Districts | Gross Enrolment Ratio | | | Net Enrolment Ratio | | |
|-----------------|-----------------------|---------------|---------------|---------------------|--------------|--------------|
| | Boys | Girls | Total | Boys | Girls | Total |
| Almora | 99.59 | 96.17 | 97.91 | 91.22 | 88.40 | 89.83 |
| Bageshwar | 96.74 | 94.92 | 95.85 | 88.43 | 86.75 | 87.61 |
| Chamoli | 98.96 | 96.14 | 97.59 | 89.70 | 86.96 | 88.37 |
| Champawat | 101.67 | 101.78 | 101.72 | 93.68 | 93.44 | 93.57 |
| Dehradun | 104.14 | 105.15 | 104.61 | 93.64 | 94.13 | 93.87 |
| Haridwar | 108.58 | 110.72 | 109.57 | 94.92 | 96.51 | 95.66 |
| Nainital | 100.70 | 94.91 | 97.90 | 90.69 | 85.60 | 88.23 |
| Pauri | 99.35 | 102.48 | 100.81 | 89.58 | 92.65 | 91.02 |
| Pithoragarh | 97.57 | 95.81 | 96.75 | 86.87 | 84.20 | 85.62 |
| Rudraprayag | 93.72 | 91.14 | 92.47 | 84.70 | 82.04 | 83.40 |
| Tehri | 100.84 | 100.14 | 100.50 | 91.08 | 90.43 | 90.77 |
| Udhamsinghnagar | 105.14 | 106.84 | 105.93 | 94.24 | 95.76 | 94.95 |
| Uttarkashi | 100.32 | 97.23 | 98.81 | 90.78 | 88.02 | 84.43 |
| Total | 103.29 | 103.07 | 103.19 | 92.49 | 92.15 | 92.33 |

Source- U-Dise 2019-20.

This above table completely shows that the enrollment of girl child as compared to the male child is slightly low in 2019-20 estimates. Talking about the overall Gross Enrollment Ratio in Uttarakhand in Primary education the figures shows that the enrolment rate slightly increases to 103.19% in 2019-20 as compared to 102.91% in 2018-19 in the previous phase.

Dropout Ratio in India in Primary and Upper Primary Education (2014-15)

| Primary Education | | | |
|-------------------|------|-------|-------|
| All | Boys | Girls | Total |
| | 4.36 | 3.88 | 4.13 |
| SC | Boys | Girls | Total |
| | 4.71 | 4.20 | 4.46 |
| ST | Boys | Girls | Total |
| | 7.02 | 6.84 | 6.93 |

| Upper Primary Education | | | |
|-------------------------|------|-------|-------|
| All | Boys | Girls | Total |
| | 3.49 | 4.60 | 4.03 |
| SC | Boys | Girls | Total |
| | 5.00 | 6.03 | 5.51 |
| ST | Boys | Girls | Total |
| | 8.48 | 8.71 | 8.59 |

Source- National Institute of Educational Planning and Administration, New Delhi

Dropout Ratio in Primary Education In Uttarakhand

| Dropout rate | 2018-19 | 2019-20 |
|--------------|---------|---------|
| | 3.64% | 2.67% |

Source- U-Dise 2019-20.

This above table highlights the dropout ratio in 2019-20 which is slightly low as compared to the figures of 2018-19. In 2018-19, the estimates show the dropout ratio is 3.64% which had been decreased to 2.67% in 2019-20 which is a major improvement in the primary education system.

B. Initiative taken by the State Government to eradicate the dropout ratio in Primary Education: Several schemes had been running in the areas of Uttarakhand to flourish the education sector at a more rapid pace. Various schemes namely Mid-Day Meal scheme, Kasturba Gandhi balika Vidyalaya, Samagrashiksha Abhiyan has been enacted to bring down the dropout rates in the sector.

1. Samagra Shiksha Abhiyan- It is being started by the Ministry of Education and Literacy. This scheme is a joint collaboration of three main schemes which are: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Teacher Education. This programme mainly focusses on the quality of education by enhancing the learning outcomes of students, bringing down the gender disparities and to strengthen the equitable education at all levels. Main objective of this programme is to promote Vocationalisation of Education and to build up the teacher's education as well. The Himalayan state, Uttarakhand focusses on this programme to provide quality education in the ratio of 90:10 with a collaboration of Central and State Government. It highlights the major points like:

- Better infrastructure in schools like availability of lab rooms, toilet facilities for both boys and girls, drinking water supply, railings in corridor and much more.
- Technological upgradation through ICT.
- To strengthen the teacher's education and training.
- Inclusive education.
- Gender equity.
- Programme Management.

Allocation provided by Central Government for this initiative is around ₹ 646.52cr in 2019-20 which had been reduced to ₹ 544.32cr in 2020-21 respectively.

2. Kasturba Gandhi balika Vidyalaya- At 2004-05, Central Government started Kasturba Gandhi balika vidyalaya to provide educational facilities to the girls belonging to the Scheduled Tribe, scheduled caste, and other backward classes or even the families who are below poverty line. Present scenario shows 12 districts of Uttarakhand shows 28 KGBV to revamp the girl's education. Total girls enrolled is around 1027 in which the girl's students enroll in class vith is 352, class viith shows 328, and class viiith shows 347 enrolments.

3. Mid-Day Meal scheme- It is a scheme launched by Central Government in 2004 to provide free lunches to the ongoing students for primary and upper primary class by boosting the nutritional status. To provide nutritional food to the drought affected areas as well.

Allocation by Government for Mid-Day Meal scheme

| | Approved Budget | | | Released Budget | Total expenditure |
|----------------|-----------------|---------|----------|-----------------|-------------------|
| | Centre | State | Total | | |
| 2015-16 | 11865.39 | 3627.35 | 15492.74 | - | 8553.91 |
| 2020-21 | 13514.07 | 7056.88 | 20570.95 | 16629.14 | 14214.88 |

Source- U-Dise 2020-21.

The above table shows the allocation for mid-day meal scheme by central government in 2015-16 which is 11865.39 and state allocation is around 3627.35 and total allocation is around 15492.74. In 2020-21, the total allocation is around 20570.95 in which the allocation by Central government is around 13514.07 and state allocation is around 7056.88.

Conclusion

Elementary education is the base for the children who want to achieve a long term success in their lives. It is the pillar for the overall development which starts from primary education system. Centre and State Governments had already taken some remedial measures for the children who lack education due to financial constraints or some due to unavailable accessibility to reach to schools. Several schemes had been enacted by the Government to provide the quality education in those backward regions which lack development. Scholarships provided to students coming from different cultural groups for their betterment of generation. Mid-day meal scheme started in the primary and upper primary schools for the students to regain their nutritional needs. But the question arises? why the dropout rate is not coming down as the answer to this question is the lack of governance. Strict measures should be adopted in the education areas so that the sustainable development goal i.e. 4th goal should be achieved by the end of 2030.

Suggestions

- Free and compulsory education to the 6-14 age group children.
- Proper infrastructure in terms of maintained classrooms with proper chairs, tables, drinking water supplies, laboratories, toilets for both boys and girls, playing areas for the grown up children, computer labs.
- Well trained teachers are the prime goal if the teacher is trained then the upcoming generation is quite skillful.
- Innovative projects should be introduced in the syllabus so that children should learn the advanced techniques in an easier way.
- By showing flash cards, pictographs in the class the children grab easily all the things.

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