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Growth Pattern and District-Wise Comparative Analysis of Educational Development in Haryana

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ABSTRACT
Education is one of the three components of Human Development Index (HDI) for comparing the human development indicators in countries around the world. It is a fact that attainment of education facilitates better human development, enhanced productivity, more job opportunities, and lesser crime rate. Education for All - Development Index (EFA - DI), 2011 is the index employed by UNESCO to compare the status of school education among countries on international level. The assessment of education deprivation or development at national or state level gives idea of the problem at surface level while the analysis of the same at district level helps in designing comprehensive and grass root level policies for improving the educational and other welfare services. In this paper, an attempt has been made to compare districts of Haryana on the account of development in education. Methodology adopted for this purpose is based on methodology used by UNESCO for developing EFA-DI and framework suggested by National University of Educational planning and Administration (NUEPA). EFI-DI is an outcome-based index which used proxy measure for each of the four EDI components and each component is assigned equal weight in the overall index whereas NUEPA's suggestive framework (2009) used as many as 23 indicators as input, process variables and output measures. Using the UNESCO methodology as well as the suggestive framework given by NUEPA, this paper examines the temporal growth pattern and key challenges in overall education sector in Haryana.

Keywords: Education, Education Development Index, Inter-District Disparity, Haryana, Regional Inequality

INTRODUCTION

Education for sustainable development is a key element of the United Nation's Agenda towards the achievement of sustainable development. Attainment of quality education forms the one main targets of Sustainable Development Goals (SDGs) i.e., SDG-4 and it is considered a driver for the achievements of all 17 SDGs (UNESCO). India being one of the most populous countries in the world, developing human capital through quality education and skill development is very important to continue its efforts towards overall growth and development. The immense contribution of education towards the economic growth and development of a country can be achieved only by preparing healthy, skilled, and productive human capital. All forms of human development are essentially affected by the most positive and extensive effects of education (India Human Development Report, 2011).

Haryana is one of the richest states of India economically and ranks 5th among all the states and UTs according to per capita state domestic product at current prices (RBI). But it ranked at 13 in human development index among 29 states and UTs of India according to latest sub-national HDI (2019). It indicates that Haryana lags behind on human development front. There exist serious disparities among the different regions of the state. Some regions have better social infrastructure such as educational facilities, health facilities and economic opportunities while others regions suffer due to lack of these facilities. The nationwide analyses regarding the status and evaluation of such issues gives a general viewpoint whereas district-level analysis provides clear evidence and facilitates in preparing policies and their effective implementation. Henceforth, the present study analyses the extent of district-wise inequalities in the availability of educational facilities in Haryana.

LITERATURE REVIEW

Education for All-Development Index (EFA-DI), 2011 has been used by UNESCO for comparing status of school education among countries on international level. The UNESCO Report (UNESCO Education for All-Development Index, 2011) used Primary Enrollment Ratio, Literacy Rate, average of Gender Parity Indices for primary education, secondary education and adult literacy and survival rate up to class V as proxy variables to

assess Universal Primary Education, Adult Literacy, Gender and Quality of Education respectively. On the basis of this index, UESCO categorized countries into high, medium and low educationally developed countries. Lee (2006) studied the educational inequality in China. He concluded that China has been successful in eliminating the bias against girl students to eradicate educational inequality, thereby facilitating and encouraging them to attain educational qualification at par with boys. However, there existed persistent regional inequality of educational attainment at the province-level school enrolment. Strong structural inequalities in educational opportunity were faced by students from inland provinces and this inequality become stronger as students progressed to higher grades. Also, with the help of decomposition analysis, he ascertained that the reasons behind imbalances in educational attainment among various provinces were multifaceted and could not only be attributed to urban bias theory alone. Desai and Kulkarni (2008) examined the changes in educational for a period of nearly 20 years to see whether educational inequalities have declined over time for different social groups in India. They used data from four wide ranging sample surveys of around one lakh households focusing on attainment of education by children and adults of age from six to twenty-nine years. In case of Dalits, Adivasis, and others, the education gap in the chances to complete primary schooling showed a decreasing trend. However, this improvement was not found in case of Muslim students. They also found that inequality at the college level has not decreased much. Klasen and Lamanna (2008) used cross-country and panel regressions to ascertain the extent to which gender gaps in education and employment reduce economic growth during 1960-2000. They concluded that gender gaps in education and employment have significantly reduced economic growth. Also, gender gaps in employment had a significant effect on economic growth differences among different regions of the world. Middle East, North Africa and South Asia regions are suffering the most from slower growth in female employment. Asadullah and Yalonetzky (2010) used National Sample Survey (NSS) data to assess the degree of disparity in opportunities to attain education in India. They constructed three indices to analyse these disparities during the time period 1983 to 2004. The study concluded that Kerala tops amongst the states with minimum inequalities in providing educational opportunities. However, there exist significant inter-state divergences among the remaining states even after excluding Kerala. Rajasthan, Gujarat, Uttar Pradesh and Bihar experienced increase and West Bengal whereas Orissa reported a significant decline in inequality of educational opportunities. Ghosh (2011) examined the performance of fifteen major Indian states on the indicators of education, health, and human development. This study was based on the regional variations in human development and their association with per capita income and per capita social sector expenditure. It concluded that the regional disparity in human development has declined while that in per capita income has increased. This entails that although poor states have not improved much in terms of income per head, however, they improved their level of human development. To measure the educational disparities, Ferreira and Gignoux (2011) proposed two indicators in the form of educational opportunity and educational achievement. The sample included 57 countries which adopted the Program of International Student Assessment (PISA) during year 2006. They calculated inequality in achieving education as standard deviation of students' scores and inequalities in the achievement of educational opportunity were calculated from the share of variance in their scores that have already been described by predetermined situations. Thirty-five percent of the inequalities in educational achievement have been described by inequality of opportunity. The study concluded that such inequality was greater in Europe and South America as compared to Asian and North American regions. They also found its negative correlation with percentage of expenditure on primary level and weakly negative correlation with per capita gross domestic product. Saini (2014) studied the imbalances in the education sector among various districts of Haryana. She prepared a composite index using indicators like enrolment of students, number of teachers, literacy rate and number of institutions etc. She concluded that districts of Ambala, Panchkula, Gurgaon and Rewari were the top performers while other districts consisting of Nuh, Palwal, Jind, Fatehabad, and Sirsa were lagging behind in the spread of educational performance. Gupta and Garg (2017) studied inter-district disparities in health infrastructure in Haryana. She categorized districts on the basis of deprivation as well as development indices of health infrastructure. Hisar and Bhiwani districts were found to be developed while Rohtak, Karnal, Sirsa, Jind, Sonipat were experiencing moderate level of development. Palwal, Nuh, Panipat, Faridabad, Rewari, Fatehabad, Panchkula, Kurukshetra, Gurgaon, Mahendragarh, Kaithal, Ambala, Yamunanagar and Jhajjar were underdeveloped with regard to the development of health infrastructure. Park (2017) studied the pattern of effects of education and globalization on income disparities in thirty-one nations from Asia and Pacific regions starting from 1950s to 2010. It was found out that the students from Asia with 15 years of age and above had an average of around 2.6 years in school in 1950 which increased to 5.24 years in 1980 and 8.29 years in 2010. Moreover, educational attainment and educational inequality were found to be inversely related both across countries and over time in 2010. This analysis indicated a positive effect of achieving higher level of education by Asian students with 15 years of age and above on their income distribution. However, the Gini index representing educational inequalities were found to affect income distribution negatively. Behera and Sahoo (2019) studied the status of multidimensional disparity in elementary education in India's Eastern and Southern states. They found that the prevalence of excessive inequality in government and private schools in terms of enrolment in the states. Also, the Eastern states showed higher dropout rate in comparison to Southern states. Southern states have higher rank than Eastern states on the

index of Educational Development. Also, higher expenditure on education in South Indian states led to development of elementary education in the form of better infrastructural facilities such as classrooms, teaching-learning materials, and other facilities to spread education.

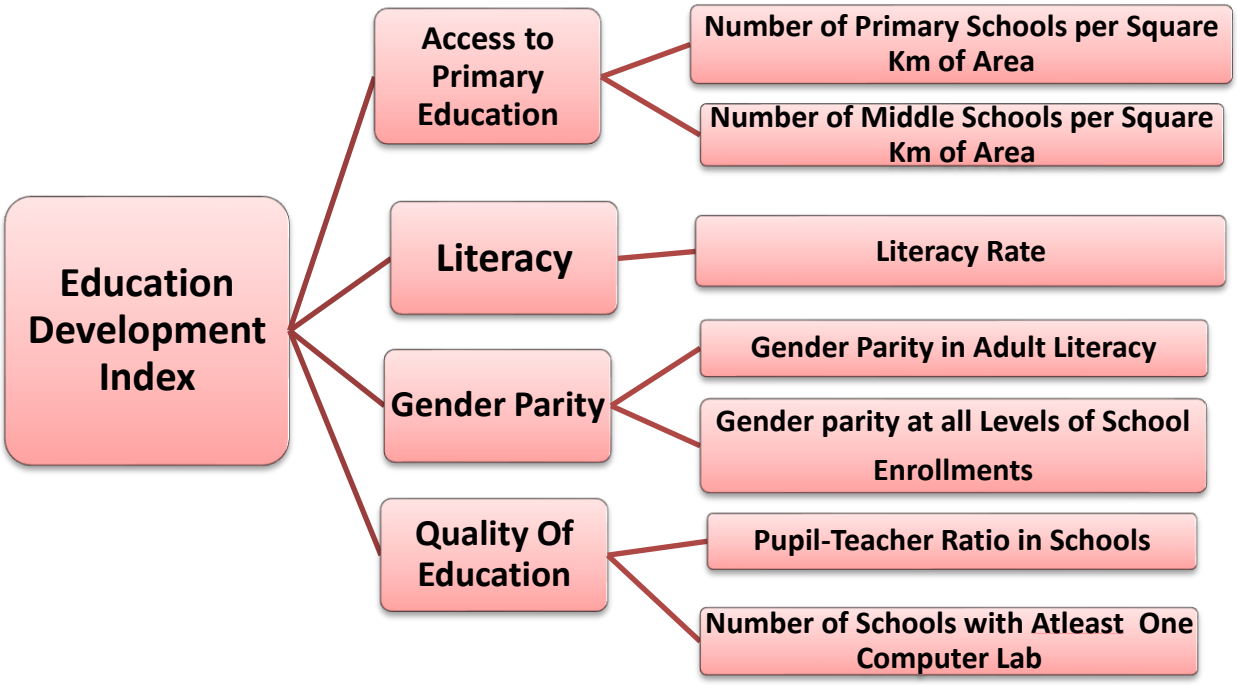
The present study is a regional level analysis of educational development in Haryana based on latest data. It is unique from past international, national, and state level studies on education in a way that it is based on unique methodology. The methodology undertaken for present study is an apt combination of methodologies used and suggested by UNESCO and NUEPA. The EDI developed in the study is based on input, process, and outcome factors of education development in Haryana so that a clear picture of district-wise educational development in Haryana can be ascertained.

Objectives

(1) To study inter-temporal growth of major education indicators in Haryana
(2) To categorize and rank the districts of Haryana according to Education Development Index
(3) To assess the Inter-District disparity in availability of education facilities in Haryana

Data and Methodology

Required data have been obtained from Education Plus (UDISE+), 2021-22 (the report on Unified District Information System), Statistical Abstract of Haryana (2020-21) and Statistical Handbook of Haryana (2020-21). The methodology adopted in this paper is mixture of frameworks used by UNESCO to develop Education for All-Development Index (EFA-DI), 2011 and methodology suggested by NUEPA Report, 2009. The UNESCO Report (UNESCO Education for All- Development Index, 2011) used Primary Enrollment Ratio, Literacy Rate, average of Gender Parity Indices for primary education, secondary education and adult literacy and survival rates up to class V as proxy variables to assess Universal Primary Education, Adult Literacy, Gender and Quality of Education respectively can be indicated as:



While keeping in mind the suggestions made by NUEPA Report 2009, index on district level in Haryana has been developed with few necessary changes as per data availability. Availability of primary and middle school in per square kilometer of area has been taken as proxy for access to universal primary education which are input indicators. Pupil-teacher ratio and number of schools with at least one computer lab have been taken as proxy variables for quality of education which are again input indicators in education development. Thus, Education Development Index has been calculated as an average of above-mentioned indicators with equal weights given to each one. In order to assess educational disparities mathematically, min-max normalization (also called feature scaling) has been used as shown in equation (1)

$D_{ij} = X_{ij} - Min_i / Max_i - Min_i$ ……. (1)

where, D_{ij} is the development index of i^{th} variable (indicator of education development) for the j^{th} region; Max_i and Min_i denotes the maximum and minimum values of the i^{th} variable in the series respectively; X_{ij} is the actual value of i^{th} variable for j^{th} region.

To assess the overall growth of education in Haryana, Compound Average Growth Rate (CAGR) of growth of number of institutions, their enrolment and teachers in Haryana has been calculated as follows: $r = (P_n / P_0) \wedge (1/n -1)$, where r = CAGR

P_n = value of the variable in final or nth year,

P_0 = value of variable in the initial year n = number of years, r = CAGR

Analysis and Interpretation

In order to assess the educational growth pattern in Haryana, growth in literacy rate, educational institutions and enrolments therein have been analyzed. Adult literacy rate is one of the three components used in calculation of Human Development Index by UNDP. Higher literacy rates are associated with healthier populations, less crime, greater economic growth, and higher employment rates (World Bank)**.** Acquisition of advanced skills becomes easier for a literate person and thus it enhances employability. Overall literacy rate in India stands at 74.04percent as per census, 2011. These indicators and their growth pattern in Haryana during the period 1971-2021 have been shown in Table-1.

Table 1: Indicators of educational growth in Haryana

	Unit	**1971**	**1981**	**1991**	**2001**	**2011**	**2020**	**CAGR**
Literacy Rate	percent	25.71	37.13	55.85	67.91	75.55	-	0.027
University (Including State/ Private/Deemed/ Central/Technical	Number	1	3	3	4	24	60	0.087
College (Govt./ Private)	Number	78	119	140	195	817	1301	0.059
Primary School	Number	4204	4934	5109	11013	14004	99258	0.067
Enrolment in Primary School	Lakh	5.36	5.98	7.85	20.20	22.84	22.87	0.030
Middle School	Number	760	881	1399	1887	3483	5704	0.042
Enrolment in Middle School	Lakh	2.45	2.96	5.47	1.95	12.50	13.61	0.036
Sr. Sec./High/ Navodya School	Number	975	1473	2356	4138	6983	8575	0.045
Enrolment in Sr. Sec./High/ Navodya School	Lakh	6.03	10.10	15.53	15.77	14.27	14.34	0.018

Source: Author's calculations based on Statistical Abstract of Haryana 2020-21

Literacy rate shows the percentage of literate people to total population. Table 1 shows that literacy rate was very low at 25.71 percent in 1971 which made progressive movements and stood at 75.55 percent in census 2011. Literacy rate in Haryana is more than the national average of 74.04 percent. Similarly male literacy rate 85.31 was more than national average of 82.14 percent and female literacy rate at 66.77 percent was also greater than the national average of 65.46 percent. The compound annual growth rate (CAGR) in literacy is 0.027 during 1971-2020. Number of universities, including state, private, central, deemed, and technical, was stagnant at single digit number during 1971 to 2001. Afterwards this indicator made improvement and increased to a total of 24 and 60 in 2011 and 2020 respectively. It recorded CAGR of 0.087. Similarly, number of public and private colleges increased to 1301 in 2020 from 78 in 2017 with CAGR of 0.059.

As per school level education data, number of primary schools increased to 99258 in 2020 from 4204 in 1971. The CAGR for this element of education is 0.067. Enrolments in primary schools have also increased to 22.87 lakh in 2020 from 5.36 lakh in 1971 with CAGR of 0.03. This indicates that enrolment in primary schools did not keep pace with the increase is number of schools. During 2001-2011 period, 85254 primary schools were opened in the state whereas increase in enrolments was just 0.03 lakh or 3 thousand. The number of middle schools increased to 5704 in 2020 from 760 in 1971 at a CAGR of 0.042. Enrolments in middle schools also increased to 13.61 in 2020 lakh from 2.45 lakh in 1971 with CAGR of 0.036. Number of High, senior secondary and Navodaya schools also increased to 8575 in 2020 from 975 in 1971 with a CAGR of 0.045. Similarly, enrolments have also increased to 14.34 lakh in 2020 from 6.03 lakh in 1971 at CAGR of 0.018.

District-wise Education Development and Disparities in Haryana

Availability of schools in nearby locations is a good way to remove barriers to access primary education. Though total number of primary and middle schools has increased significantly in Haryana over the time, for having clear picture at district level index access to primary education index has been shown in Table 2.

Table 2: District-Wise Number of Primary and Middle Schools per Square Km of Area

District	Total number of Schools (Primary)	Total number of Schools (Middle)	Total Schools (Primary + Middle)	No. of Schools Per Square K.M of Area	Access to Primary Education Index
Ambala	540	239	779	0.496	0.263
Bhiwani	511	230	741	0.226	0.029
Faridabad	328	728	1056	1.349	1
Fatehabad	448	177	625	0.246	0.047
Gurugram	419	332	751	0.597	0.350
Hisar	604	329	933	0.246	0.047
Jhajjar	345	157	502	0.269	0.066
Jind	468	209	677	0.251	0.051
Kaithal	426	208	634	0.227	0.030
Karnal	581	299	880	0.356	0.142
Kurukshetra	550	280	830	0.542	0.303
Mahendragarh	491	193	684	0.360	0.145
Nuh	498	382	880	0.499	0.265
Palwal	409	404	813	0.595	0.348
Panchkula	314	131	445	0.545	0.305
Panipat	311	335	646	0.517	0.281
Rewari	460	156	616	0.395	0.175
Rohtak	255	128	383	0.230	0.033
Sirsa	577	243	820	0.192	0.000
Sonipat	509	267	776	0.343	0.343
Yamunanagar	634	330	964	0.549	0.549

Source: Author's calculations based on Statistical Abstract of Haryana 2020-21

In order to assess the universal access to primary education, number of primary and middle school per square Km of area has been taken as an indicator. Table 2 shows that Faridabad district has highest number of schools at 1.349 per square Km while Sirsa has just 0.192 schools per square Km of area. Gurugram, Palwal, Yamunanagar and Kurukshetra are other states which have performed well on this indicator and children have good number of schools in their proximity. Districts of Bhiwani and Kaithal also have lesser number of schools in per square Km of area. It is evident from the index that the disparity on account of access to primary education is significant in Haryana.

Literacy is the most widely used indicator to have a quick view of education in a particular geographical area. For this purpose, literacy rate (census, 2011) has been taken as proxy variable. According to Census, 2011 anyone above the age of seven who can read and write with understanding in any language is literate. Table 3 shows the literacy disparity among districts of Haryana as follows:

Table 3: District-wise Literacy Rate in Haryana

District	Male	Index	Female	Index	Combined Literacy Rate	Literacy Index
Ambala	87.34	0.809	75.5	0.940	81.75	0.903
Bhiwani	85.65	0.730	63.54	0.651	75.21	0.690
Faridabad	88.61	0.868	73.84	0.899	81.7	0.902
Fatehabad	76.14	0288	58.87	0.538	67.92	0.451
Gurugram	90.46	0.954	77.98	1	84.7	1
Hisar	82.2	0.570	62.25	0.619	72.89	0.614
Jhajjar	89.31	0.9	70.73	0.824	80.65	0.867
Jind	80.81	0.505	60.76	0583	71.44	0.566
Kaithal	77.98	0.591	59.24	0.547	69.15	0.499
Karnal	81.82	0.552	66.82	0.730	74.73	0.674

Kurukshetra	83.02	0.608	68.84	0.779	76.31	0.726
Mahendragarh	89.72	0.92	64.57	0.675	77.72	0.772
Nuh	69.94	0	36.6	0	54.08	0
Palwal	82.66	0.301	54.23	0.426	69.32	0.497
Panchkula	87.04	0.795	75.99	0.951	81.8	0.907
Panipat	83.71	0.640	67	0.734	75.94	0.713
Rewari	91.44	1	6957	0.796	80.99	0.878
Rohtak	87.65	0.823	71.72	0824	80.22	0.853
Sirsa	76.43	0.373	60.4	0.575	68.82	0.481
Sonipat	87.18	0.801	69.8	0.802	79.12	0.817
Yamunanagar	83.84	0.646	71.38	0.840	77.99	0.780

Source: Author's calculations based on Census Report of Haryana, 2011(6)

It can be observed from Table 3 that Gurugram district has highest percentage of literate population whereas literacy rate is lowest in Nuh district. In Gurugram 84.7 percent of people above seven years of age are literate while that percentage is very low at 54.08 percent only in Nuh district. This shows the gap in literacy is huge. Panchkula, Ambala and Faridabad districts also have good percentage of literate population. Meanwhile, Fatehabad, Palwal and Kaithal districts have less literacy rate comparatively.

Gender Parity in Education has been measured with the help of gender parity in enrolments at all levels of school education (primary, secondary, and senior secondary) and gender parity in adult literacy. To achieve the objective of gender equality (SDG 5) by 2030, provision of education to all without any gender-bias is necessary. Gender bias is the societal problem wherein gender is the basis of discrimination. The unequal treatment arises due to the prevalence of biological, psychological or cultural differences prevalent in the society.

Table 4: District-wise Gender Parity in Haryana

District (1)	**Gender parity index of Adult Literacy (2)**	**Gender parity index of All Levels of School Education (3)**	**Gender Parity Index (Average of column 2&3)**
Ambala	0.976	0.719	0.847
Bhiwani	0.625	0.797	0.711
Faridabad	0.887	0.523	0.705
Fatehabad	0.715	0.904	0.809
Gurugram	0.969	0.573	0.771
Hisar	0.669	0.866	0.768
Jhajjar	0.768	0.285	0.527
Jind	0.654	0.916	0.785
Kaithal	0.676	0.758	0.717
Karnal	0.839	0.641	0.740
Kurukshetra	0.875	0.428	0.651
Mahendragarh	0.562	0.141	0.351
Nuh	0.00	0.000	0.000
Palwal	0.380	0.528	0.454
Panchkula	1.000	0.929	0.964
Panipat	0.793	0.840	0.816
Rewari	0.680	0.238	0.459
Rohtak	0.844	0.742	0.793
Sirsa	0.764	1.000	0.882
Sonipat	0.793	0.446	0.620
Yamunanagar	0.938	0.659	0.799

(**Source**: Author's calculations based on Statistical Abstract of Haryana 2020-21

In order to ascertain gender parity index, average of gender parity of literacy rate and three levels of school education enrollment has been calculated for all districts of Haryana. According to Gender Parity Index as shown in Table 4, Panchkula is the best performer while Nuh is worst. Sirsa, Ambala and Yamunanagar are other states which are good in gender parity in education. Mahendergarh, Palwal and Rewari districts are not good in terms of gender parity indicator of education.

Table 5: Teacher-Pupil Ratio Index and Percentage of Schools with Computer Lab

District (1)	Teacher-Pupil Ratio (2)	Index (3)	Schools with any one type of Computer Lab (percent) (4)	Index (5)	Quality of Education Index (Average of Columns 3 & 4)
Ambala	19	0.85	30.49	0.414	0.632
Bhiwani	22	0.70	37.21	0.604	0.652
Faridabad	19	0.85	43.80	0.791	0.820
Fatehabad	23	0.65	34.41	0.525	0.588
Gurugram	16	1.00	46.24	0.860	0.930
Hisar	21	0.75	46.03	0.854	0.802
Jhajjar	21	0.75	45.76	0.846	0.798
Jind	23	0.65	37.22	0.605	0.627
Kaithal	22	0.70	36.09	0.573	0.636
Karnal	22	0.70	35.97	0.569	0.635
Kurukshetra	20	0.80	28.20	0.350	0.575
Mahendragarh	18	0.90	28.97	0.371	0.636
Nuh	36	0.00	15.83	0.000	0.000
Palwal	23	0.65	27.30	0.324	0.487
Panchkula	18	0.90	26.56	0.303	0.602
Panipat	22	0.70	40.36	0.693	0.697
Rewari	21	0.75	38.18	0.632	0.691
Rohtak	20	0.80	51.21	1.000	0.900
Sirsa	23	0.65	32.16	0.462	0.556
Sonipat	20	0.80	42.08	0.742	0.771
Yamunanagar	21	0.75	23.99	0.231	0.490

Source: Author's calculations based on Statistical Abstract of Haryana 2020-21

Quality of education has been by measured by taking average of teacher-pupil ratio and schools with computer lab in all districts of Haryana. Teacher-pupil ratio is again best in Gurugram and schools with computer lab are highest in Rohtak. As per education quality index shown in Table 5, Gurugram district is best and again Nuh district is at lowest position. Panchkula, Faridabad and Hisar are other better performing districts whereas Palwal and Yamunanagar are other worse performing districts of Haryana.

Table 6: Education Development Index (EDI)

District	Universal Primary Education Index	Literacy Index	Gender Parity Index	Quality of Education Index	Education Development Index	Rank
Ambala	0.663	0.663	0.847	0.632	0.701	5
Bhiwani	0.522	0.522	0.711	0.652	0.602	13
Faridabad	0.857	0.857	0.705	0.820	0.810	1
Fatehabad	0.474	0.474	0.809	0.588	0.586	16
Gurugram	0.763	0.763	0.771	0.930	0.807	2
Hisar	0.559	0.559	0.768	0.802	0.672	7
Jhajjar	0.563	0.563	0.527	0.798	0.613	11
Jind	0.505	0.505	0.785	0.627	0.606	12
Kaithal	0.470	0.470	0.717	0.636	0.573	17
Karnal	0.548	0.548	0.740	0.635	0.618	10
Kurukshetra	0.564	0.564	0.651	0.575	0.589	15
Mahendragarh	0.478	0.478	0.351	0.636	0.486	19
Nuh	0.066	0.066	0.000	0.000	0.033	21
Palwal	0.445	0.445	0.454	0.487	0.458	20
Panchkula	0.695	0.695	0.964	0.602	0.739	4
Panipat	0.592	0.592	0.816	0.697	0.674	6
Rewari	0.553	0.553	0.459	0.691	0.564	18
Rohtak	0.647	0.647	0.793	0.900	0.747	3
Sirsa	0.482	0.482	0.882	0.556	0.601	14

Sonipat	0.585	0.585	0.620	0.771	0.640	8
Yamunanagar	0.606	0.606	0.799	0.490	0.625	9

Source: Author's calculations based on data in Tables 2 to 5

Table 7: Classification of Districts on the basis of Education Development Index

Score	Level of Development	Districts
0.650 and above	High	Faridabad, Gurugram, Ambala, Panchkula, Rohtak, Panipat,Hisar
0.500 – 0.650	Moderate	Bhiwani, Jajjhar, Jind, Sirsa ,Kaithal, Rewari, Karnal,Kurukshetra,Yamunanagar, Sonipat, Fatehabad
Less than 0.500	Poor	Mahendragarh, Palwal, Nuh

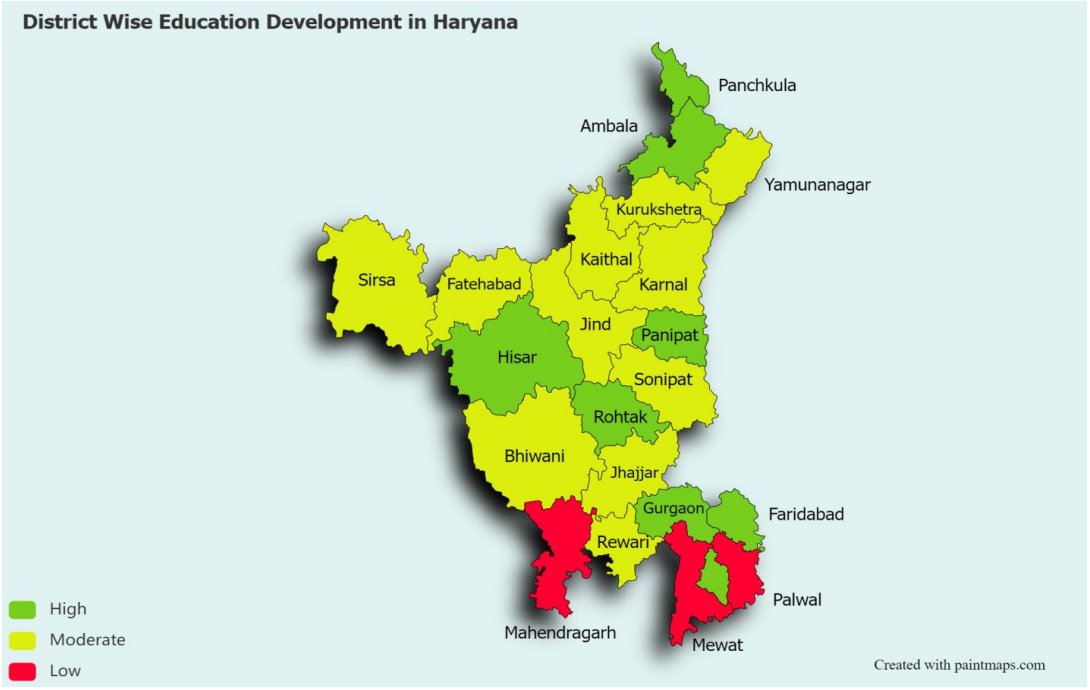


Figure 1: indicates level of educational development in the districts of Haryana

A combined education development index (EDI) has been prepared by taking average of all four individual indices. Table 5 indicates that Haryana's districts have been ranked on the basis of EDI scores of the districts. Faridabad holds first position and Nuh (Mewat) is ranked last according calculated education development index. Further districts are classified into three categories of high, moderate and poorly developed states in education sector. Faridabad, Gurugram, Ambala, Panchkula, Rohtak and Hisar, Panipat got scores more than 0.600 hence categorized as educationally developed districts. In districts of Bhiwani, Hisar, Jajjhar, Jind, Karnal, Yamunanagar, Kurukshetra, Sonipat Fatehabad, Sirsa, Kaithal and Rewari education is moderately developed. Mahendragarh, Palwal and Nuh are least educationally developed districts of Haryana. Especially Nuh's performance has been low on almost all parameters of education development.

SUMMARY AND CONCLUSIONS

Despite being one of the richest states in India with fifth rank among all the states and Union Territories, Haryana ranked at 13 out of 28 states and 8 UTs in the latest sub-national Human Development Index (2019). It indicates some serious lags on part of the state towards making progress in the field of human development. After its formation in 1966, the state has made significant progress in terms of growth in the number of educational institutions from year 1971 to 2020 but the enrolment ratio has not increased at the similar rate especially in the primary schools. The study found significant disparities among various districts of the state on account of access to primary education. In case of literacy rate, there exists a gap of thirty percent in literacy rate between the top ranked (Gurugram) and the district with lowest rank (Nuh). Gender Parity Index also points towards the existence of serious disparities among various districts of Haryana. Education quality index based on teacher-pupil ratio and number of computer labs has indicated Nuh, Yamunanagar and Palwal among the worst performers.

Districts of Nuh and Palwal are least developed in terms of Education. Some rigorous efforts are needed to uplift these districts educationally to achieve the purpose of educational as well as regional equality. Though Haryana has made a considerable progress in the field of women education over the time, still there is a gap to be covered to attain the objective of gender parity in education. According to ASER (Annual Status of Education Report) Haryana (2021), 2.3percent of boys and 2.9percent of girls (aged between 6 and 14) are not enrolled in school. There is a possibility of these children to remain illiterate for life, if they are not brought to the schools. It, further, causes several types of economic exploitation and underdevelopment. These students bust be brought into the net of education. Again, according to ASER Learning Trends Report 2022 of Haryana, just 17.5percent, 31.5percent, 47.1percent and 57.6percent of total enrolled students in class 2nd, 3rd , 4th and 5th class could read a 2nd class level story text book. The concern of poor quality of education in government schools needs special attention from all the participants of education sector, especially from teachers and parents.

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