



Appraisal of Progress of Net Enrolment in Primary Education in India: A study of Pre and Post Strategy Intervention Period

Dr. Dinesh Kumar

Assistant Professor, Government Degree College Ghandalwin Distt.- Bilaspur (H.P.)

Email - dineshsharma12453@gmail.com.

Abstract: Since the launch of the Millennium Development Goals at the Millennium Summit in New York September 2000, the MDGs have become the most widely accepted yardstick of development efforts by government. The main objective of present study is appraising the Millennium Developmental Goal 2, indicator i.e. Net Enrolment in primary education. The study is divided into two periods. First period dates back from 1990-2001. The second period covers decade of 2005-2015. During the first period, there was no strategy in place to achieve these goals. But in the second period, state put the designed strategy in place to attain these goals in the time bound framework. The study revealed that India increases NER in primary education 1.8 percent of HRC in pre MDGs period in comparison to 0.3 percent in 2005 to 2015 period. It indicates that India has increased NER in primary education in the first period with a significant six times more HRC in comparison to the MDGs period. It has shown that India understands the value of education and it can be helpful to building a more equitable society by reducing poverty and inequity.

Key Words: Millennium Developmental Goal, Net Enrolment Ratio, India, Primary Education.

1. INTRODUCTION:

Education is a necessary part of human life. It was born at the same time as the human race and will continue to function for as long as the human race exists.¹ Education helps a person to become an ideal citizen. Every society's backbone is education. Children are regarded as the human resource for the future. Education has an incalculable worth for children.² Schooling, particularly literacy, promotes children's cognitive, emotional and social development while also empowering them. A well-educated child will have more opportunities in all aspects of life.³ According to Article 26 (1) of the Universal Declaration of Human Rights, everyone has the right to education.⁴ The second goal of Millennium Development focuses on achieving universal primary education, while Target 2A promises that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Millennium Development Goal-2 further focuses on the following indicators:

1. Net Enrolment in primary education
2. Completion of primary education (grade 1-5)
3. Literacy of 15-24 year old

1.1 Net Enrolment Ratio in Primary Education

Primary education and literacy help to alleviate poverty in developing nations by increasing economic and social opportunities and enabling people to contribute productively to society.⁵ India has made impressive progress toward universalizing primary education by increasing equal access to education, reducing dropouts, improving cycle completion and implementing a variety of quality improvement strategies in primary education. The New Education Policy (NEP), which was introduced in 1986 and revised in 1992, envisaged universal access to enrolment and retention for all children between 6 to 14 years of age. It also leads to the reduction of inequities in educational access and also targeting the improvement of the quality of education.⁶ The Net Enrolment Ratio (NER) in primary education is a key measure for determining whether the government is on track to achieve the target of universal primary education for all children aged 6 to 10 in 2015.⁷ The NER is the ratio of pupils of official school age 6-10 years enrolled in Grades I-V to the total population of children in this age range.



2. SOURCE OF DATA:

A research design is a plan according to which observation is made and data is assembled. It provides the empirical and logical basis for drawing conclusions and gaining knowledge. For accomplishing the objectives of the study; secondary data have been utilized. The study is mainly based on secondary data collected from various sources including administrative records, data compiled by Central Ministries/ Departments/ Organizations and information gathered from periodic national. The main sources of data are: Reports of M/O of Human Resource Development, Reports of All India Education Survey (AIES). Reports of Office of Registrar General of India

3. RESEARCH METHODOLOGY:

The methodology for tracking the MDGs in this work is the one prescribed by the UNSD for developing countries. This methodology is characterized by the simplicity of its formulation and ease of interpretation.

Estimate Historical Rate of Change⁸

$$X_t = ae^{bt} \quad \text{Where } X_t \text{ is indicator value for year } t, \text{ which gives for } t=0,$$

$$X_0 = a$$

Again,

$$\ln X_t = \ln a + bt$$

Taking natural logarithm of both sides of equation above

$$= \ln X_0 + bt \dots\dots (1)$$

i.e. $(b^\wedge) = (\ln X_t - \ln X_0)/t \dots\dots (2)$

In terms of historical rate of change, r

$$X_t = X_0 (1+r)^t$$

i.e. $\ln X_t - \ln X_0 = t \ln(1+r)$

or, $(\ln X_t - \ln X_0)/t = \ln(1+r)$

or, $(1+r) = \exp[(\ln X_t - \ln X_0)/t]$

or, $r = \exp[(\ln X_t - \ln X_0)/t] - 1 \dots\dots (3)$

Using relation (2) in (3) we get

$$r = \exp(b^\wedge) - 1 \text{ where } r \text{ is historical rate of change}$$

State-wise and national estimates of the indicators at observation time points have been subjected to the relationship (1) to arrive at their logarithmic values. These values being linear in time series provide the logarithmic values of the measure corresponding to future points of time, from which the estimates at the given point of future time may be derived by anti-log calculation.

4. RESULTS AND DISCUSSION:

The study is divided into two periods. First period dates back from 1992-1998. The second period covers decade of 2005-2015. During the first period, there was no strategy in place to achieve these goals. But in the second period, state put the designed strategy in place to attain these goals in the time bound framework. The Net Enrolment Ratio increased from 73.4 percent in 1992-93 to 84.5 percent in 2005, the country came close to meeting the MDGs' target.⁹ The observed improvement in NER can be attributed to the faster and more constant growth of females' enrolment in comparison to boys. This is largely due to a series of initiatives launched by the Indian government in recent years to achieve the universal access of elementary education.¹⁰ All these government programmes helped in boosting the Net Enrolment Ratio in India. The table 1 shows the Net Enrolment Ratio in Primary Education from 1992 to 1998 in India.

Table: 1. Net Enrolment Ratio in Primary Education from 1992 to 1998

S. No.	State	1992-93	1998-99	HRC ¹
1	Andhra Pradesh	67.8	86.8	3.6
2	Arunachal Pradesh	N.A	N.A	N.A
3	Assam	72.8	82	1.7
4	Bihar	49.2	61.6	3.3
5	Goa	N.A	N.A	N.A
6	Gujarat	78.4	86.8	1.5
7	Haryana	83.2	91.3	1.3
8	Himachal Pradesh	91.2	98.6	1.1
9	Jammu & Kashmir	N.A	N.A	N.A
10	Karnataka	76.9	88.9	2.1
11	Kerala	95.6	94.3	-0.2



12	Madhya Pradesh	62.1	82.5	4.1
13	Maharashtra	84.9	91.6	1.1
14	Manipur	N.A	N.A	N.A
15	Meghalaya	N.A	N.A	N.A
16	Mizoram	N.A	N.A	N.A
17	Nagaland	N.A	N.A	N.A
18	Odisha	73	85.3	2.2
19	Punjab	84.4	94.2	1.6
20	Rajasthan	59.1	79.3	4.3
21	Sikkim	N.A	N.A	N.A
22	Tamil Nadu	90.2	94.8	0.7
23	Tripura	78.7	91.3	2.1
24	Uttar Pradesh	61.3	80.9	4.0
25	West Bengal	71.1	85.1	2.6
	India	73.4	82.9	1.8

Source: Computed from National Family Health Surveys -1(1992-93) & 2 (1998-99)

The table 1 depicts that Primary enrolment of 6-10 years old children by their Net Enrolment Ratio has improved from 73.4 percent in the year 1992 to over 82.9 percent in 1998-99 with Historic Rate of Change of 1.8 in the period of 1992 to 1998. It also reflects wide inter- state disparities in NER in primary education at state level in India. The table 1 indicates that NER for primary education at state level is considerably meaningful in the state like Himachal Pradesh, Tamil Nadu, Kerala, Punjab, Haryana, Maharashtra, and Tripura more than 90 percent by 1998-99 and above 80 percent in the states of Karnataka, Andhra Pradesh, Gujarat, Odisha, West Bengal, Madhya Pradesh, Assam and Uttar Pradesh. Only two states Bihar and Rajasthan are with NER below 80 percent in 1998. It implies that India was committed to universalising access to primary education well before the Millennium Declaration. Overall, the pattern from the 1990s has shown that if political will is strong and good reforms are implemented, it results in dramatic gains in improving the Net Enrolment Ratio in Primary Education. The table 2 shows the Net Enrolment Ratio in Primary Education from 2005 to 2015 in India

Table: 2. Net Enrolment Ratio in Primary Education from 2005 to 2015

S. No.	State	2005-06	2007-08	2013-14	2014-15	2015-16	HRC ²
1	Andhra Pradesh	75.3	78.8	78.3	72.2	72.1	-0.4
2	Arunachal Pradesh	N.A	N.A	N.A	N.A	115.6	N.A
3	Assam	88.8	N.A	N.A	N.A	99.6	1.2
4	Bihar	N.A	N.A	91.7	93.8	100.6	N.A
5	Chhattisgarh	N.A	69.5	93.4	93.4	91.7	N.A
6	Delhi	65.8	77.8	92.3	93.2	93.4	3.6
7	Goa	48.2	47.9	97.5	97	95.7	7.1
8	Gujarat	78.9	86.1	82.9	83.3	82.5	0.4
9	Haryana	38.1	65	77.8	77.8	73.8	6.8
10	Himachal Pradesh	87.3	91.8	83.7	83	82.1	-0.6
11	Jammu & Kashmir	75.9	79.9	68.9	72.2	72.4	-0.5
12	Jharkhand	63.7	N.A	96.5	96	97.2	4.3
13	Karnataka	84	N.A	92.3	94.4	96.4	1.4
14	Kerala	N.A	67.9	87.8	84.7	85.7	N.A
15	Madhya Pradesh	94.2	N.A	93.7	85.3	80	-1.6
16	Maharashtra	N.A	84.9	86.4	85.7	85.8	N.A
17	Manipur	N.A	N.A	N.A	N.A	102.9	N.A
18	Meghalaya	94	N.A	86.4	97.1	96.9	0.3
19	Mizoram	N.A	N.A	N.A	95.5	99	N.A
20	Nagaland	N.A	N.A	N.A	85.6	83.2	N.A
21	Odisha	94.1	92.7	89.05	91.1	90.5	-0.4
22	Punjab	51.8	53.02	85.7	85.7	84.1	5.0



23	Rajasthan	81.5	85.2	79.5	77.8	79.2	-0.3
24	Sikkim	94.5	95.4	83.5	79.8	75.5	-2.2
25	Tamil Nadu	94	97.8	86.7	88.4	90.9	-0.3
26	Tripura	N.A	N.A	N.A	83.5	97.9	N.A
27	Uttar Pradesh	97.7	N.A	87.03	85.6	83.1	-1.6
28	Uttarakhand	83.3	90.4	83.5	85.4	84.4	0.1
29	West Bengal	82.8	84.1	92.1	92.1	94	1.3
	India	84.5	95.92	88.1	87.4	87.3	0.3

Source: District Information System for Education Flash Statistics 2005-06, 2007-08, 2010-11, 2013-14, 2014-15 and 2015-16.

The table 2 reveals that India is lagging behind in the goal to achieve universal primary school enrolment. The Net Enrolment Ratio in primary education is 87.3 percent, far away from the goal of 100 percent enrolment by 2015. The Net Enrolment Ratio in primary education has increased slightly between 2005 and 2015, from 84.5 percent to 87.3 percent with poor Historic Rate of Change of 0.3 percent. Despite the fact that more than 90 percent of Indians have a primary school located within one kilometre of their home. Many of the children who complete school even lack functional literacy due to poor instruction and a lack of basic facilities such as classrooms, water and sanitation.¹¹ It is clear from the table 2 that wide inter- state disparities in NER in primary education at state level in India. The enrolment in primary education is stabilising in many states and declining in some of the states of India. The states of Arunachal Pradesh 115.6 percent followed by Manipur (102.9%) and Bihar (100.6%) achieve the target of NER in the MDG stipulated period. The Net Enrolment Ratio tends to exceed 100 percent due to enrolment of children beyond the age group 6-10 years in the primary level education. The state of Assam (99.6%) and Mizoram (99%) almost touch the target of universalisation of NER of primary Education at the end of MDGs stipulated period. In addition to these states Tripura (97.9%), Jharkhand (97.2%), Meghalaya (96.9%), Karnataka (96.4%), Goa (95.7%), West Bengal (94%), Delhi (93.4%), Tamil Nadu (90.9%) and Odisha (90.5%) are expected to achieve the universal coverage of NER of primary education in near future. While the state Andhra Pradesh (72.1%), Jammu Kashmir (72.4%), Haryana (73.8%) Sikkim (75.5%) and Rajasthan (79.2%) are required strengthening educational facilities and more organized strategies to raise NER of primary education. The performance analysis of states on the basis of Historical Rate of Change in Goa with highest 7.1 percent followed by Haryana (6.8%), Punjab (5.0%) and Jharkhand (4.3%) has increased the NER of primary education in the period 2005 and 2015. While states like Sikkim, Madhya Pradesh, Uttarakhand, Rajasthan, Odisha, Tamil Nadu, Andhra Pradesh, Himachal Pradesh and Jammu & Kashmir have observed declining trends of Historic Rate of Change for NER of primary education for the same period.

Table:3 Appraisal of Progress on Net Enrolment Ratio in Primary Education in Pre and Post Strategy Intervention Period

S. No.	State	HRC ¹	HRC ²
1	Andhra Pradesh	3.6	-0.4
2	Assam	1.7	1.2
3	Bihar	3.3	N.A
4	Delhi	1.5	3.6
5	Goa	1.3	7.1
6	Gujarat	1.1	0.4
7	Haryana	N.A.	6.8
8	Himachal Pradesh	2.1	-0.6
9	Jammu & Kashmir	-0.2	-0.5
10	Jharkhand	N.A.	4.3
11	Karnataka	2.1	1.4
12	Kerala	-0.2	2.8
13	Madhya Pradesh	4.1	-1.6
14	Maharashtra	1.1	N.A
15	Meghalaya	N.A.	0.3
16	Odisha	2.2	-0.4
17	Punjab	1.6	5.0



18	Rajasthan	4.3	-0.3
19	Sikkim	N.A.	-2.2
20	Tamil Nadu	0.7	-0.3
21	Tripura	2.1	N.A.
22	Uttarakhand	N.A.	-1.6
23	Uttar Pradesh	4.0	0.1
24	West Bengal	2.6	1.3
	India	1.8	0.3

Source: Computed from the table 1 and 2

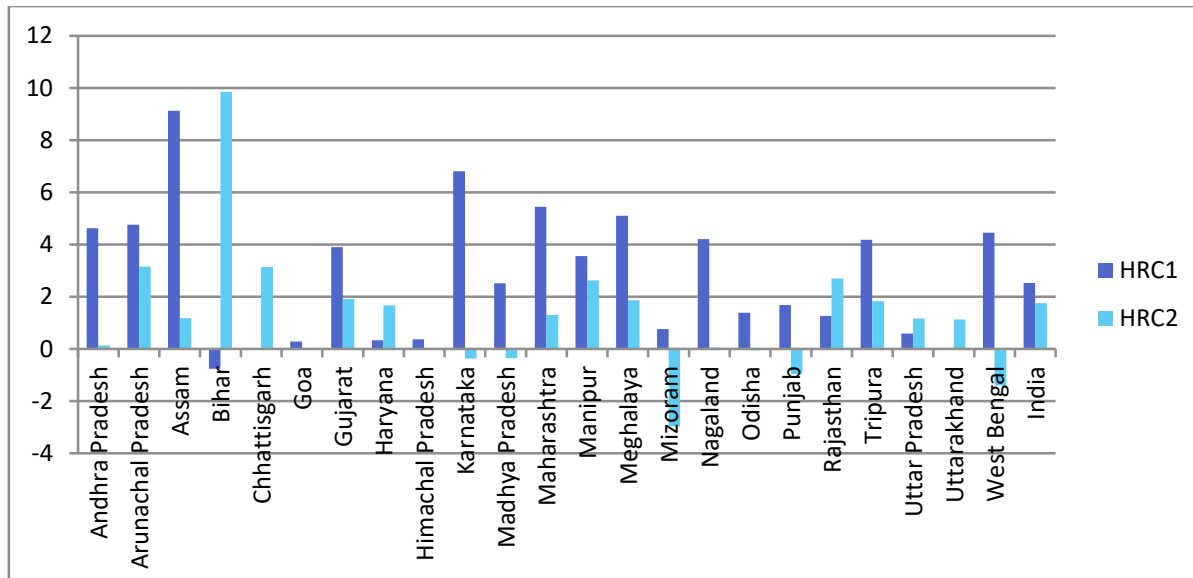


Figure: 1. The Progress of India and States on Net Enrolment Ratio in Primary Education in Pre and Post Strategy Intervention Period

The table 3 reveals that India increases NER in primary education 1.8 percent of HRC in pre MDGs period in comparison to 0.3 percent in 2005 to 2015 period. It indicates that India has increased NER in primary education in the first period with a significant six times more HRC in comparison to the MDGs period. It has shown that India understands the value of education and it can be helpful to building a more equitable society by reducing poverty and inequity. The Indian government recognises the necessity of universal basic education. It has focused on providing free and compulsory education until children reach the age of fourteen. The importance of Universal Elementary Education (UEE) in reinforcing the social fabric of democracy by providing equal opportunity to everyone has been recognised since the implementation of our Republic. The provision of Article 45 in Indian Constitution under Directive Principles of State Policy stated that “The state will provide free and compulsory education for all children until they reach the age of fourteen”. Since then, many efforts have been attempted by India to refine the Universal Elementary Education (UEE), including every Five Year Plan, the first National Policy on Education in 1968, the second in 1986 and the updated 1992 National Policy on Education (NPE). With the formation of the NPE, India launched a wide range of programme for at reaching the UEE goal, including Operation Black Board, Lok Jumbish Project, Shiksha Karmi Project, Mahila Samakhya and District Primary Education Programme are the one of major factor of India raise six times more NER in primary education in the pre MDGs period. The Indian government has set more ambitious goals for promoting access and completion of primary education before the Millennium Declaration. The government established the National Program of Universal Education, often known as the Sarva Shiksha Abhiyan (SSA), as part of its promise to guarantee universal access to and completion of elementary schooling by 2010. The SSA aims to have all children complete five years of schooling by 2007 and eight years of schooling by 2010, as well as to erase gender and social inequities in primary schooling and to achieve universal primary school retention by 2010. The Tenth Five-Year Plan aims to raise literacy to 75 percent and close gender gaps in literacy and wages rate by 50 percent by 2007.¹² India spent around 4 percent of its GDP on education in 2001 and it is the one of the major reason of India’s better performance in pre MDGs period.¹³ Education spending has increased in recent years, but it remains below the government’s target of 6 percent of GDP. Primary education received around half of the government’s total education spending.¹⁴



5. CONCLUSION:

It is inferred from above analysis and discussion that that India increases NER in primary education 1.8 percent of HRC in pre MDGs period in comparison to 0.3 percent in 2005 to 2015 period. It indicates that India has increased NER in primary education in the first period with a significant six times more HRC in comparison to the MDGs period. It also confirmed that in spite of the Government's strong will to universalize access to primary education, India has managed NER only with 0.3 HRC and remains away from the target of universalization of NER in primary Education. The majority of Indian states have increased NER in primary education with high HRC in the first period in comparison to the MDGs period. In the second period states like Goa, Haryana, Punjab and Jharkhand performed exceptionally well to improve the NER in primary education. The enrolment in primary education is stabilizing in many States and declining in 9 states particularly in bigger states like Uttar Pradesh, Madhya Pradesh, Rajasthan and Odisha. It is the main cause of poor performance of India to accelerate NER of primary education in MDGs stipulated period. From the ongoing analysis, it can be summed up that India has increased Net Enrolment Ratio in primary with better HRC in pre MDG period as compared to MDGs period. It is confirmed that India understands the value of education and the Government recognised the significance of delivering universal basic education. Education is widely regarded as the most important tool for achieving a more equitable society through reducing inequality.

REFERENCES:

1. Antony, N. and David, S. (2014). A Study On The Impact of Various Schemes Adopted By The Government For Strengthening Elementary Education In India, *International Journal of Commerce, Business and Management (IJCMB)*, 3(3). ISSN: 2319–2828,
2. Sadruddin, M.M. (2013). Millennium Development Goal: Are we really achieve universal primary Education. *The Dialogue*, 7(1), 53-67.
3. Gulrez, F. (2006). *The State of Pakistan's Children in 2005*. SPARC, Islamabad.
4. United Nations. (1948). *The Universal Declaration of Human Rights (UDHR)*. The United Nations General Assembly.
5. General Economics Division, Bangladesh Planning Commission. (2016) *Millennium Development Goals: End-period Stocktaking and Final Evaluation Report (2000-2015)*.
6. Sharma, R.(2009).*Primary Education in India: Current Status and Future Challenges*” *VIKALPA*, 34(2).
7. Central Statistics Office (2014).*Millennium Development Goals-India Country Report 2014*.Ministry of Statistics and Programme Implementation, Government of India, New Delhi,.Retrieved From: www.mospi.gov.in
8. Central Statistics Office (2011). *Millennium Development Goals-India Country Report 2011*. Ministry of Statistics and Programme Implementation, Government of India, New Delhi,164 -166. Retrieved From: www.mospi.gov.in
9. Central Statistics Office (2015).*Millennium Development Goals-India Country Report 2015*.Ministry of Statistics and Programme Implementation, Government of India, New Delhi, .Retrieved From: www.mospi.gov.in
10. Department of School Education and Literacy, Government of India.(2011). *Working group report on elementary education and literacy 12th five year plan 2012-2017*.New Delhi. Retrieved from: <https://niti.gov.in/planningcommission.gov.in/>
11. Bajpai, N. and Goyal, S.(2014). *Primary Education in India: Quality and Coverage Issues*”, CGSD Working Paper No. 11. Retrieved from: www.earth.columbia.edu
12. Bhat, S. A.(2013). *Millennium Development Goals: Achieve Universal Primary Education from Indian Perspective*. *International Journal of Scientific and Research Publications*, 3(11) ISSN 2250-31532013. Retrieved from: [http:// www.ijsrp.org](http://www.ijsrp.org)
13. Anuradha, D. and Endow, T.(2008). *Public Expenditure on Education in India: Recent Trends and Outcomes*. Working Paper No.18, Collaborative Research and Dissemination1 (CORD), India. Retrieved from: [https:// ceid.educ.cam.ac.uk/publications/](https://ceid.educ.cam.ac.uk/publications/)
14. Bajpai, N., Jeffrey D. S. and Volavka, N.(2005). *India's Challenge to Meet the Millennium Development Goals*. *Center on Globalization and Sustainable Development*, 11-14