



Impact Factor: 4.081

A Study on Status of Elementary Education in India

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ABSTRACT:Elementary education is needed for all round development of a country. Elementary education is the primary step of education system to build the mental growth of children. Elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. This paper describes the educational scenario of India in elementary level. Different aspects of elementary education have been study to depict the Universalisation of Elementary Education.

Keywords Elementary education – India, Universalisation of Elementary Education

INTRODUCTION

Education is a necessary condition for the development of any country. It directs the political, social, cultural and economic life into different way. Education is indeed essential to the practice of democracy. The growth of human capital depends upon the quality and the quantity of education. The advantages of education for human and social development have paved the way for universalisation of education as a necessary condition for development of any society. In other words, education is a powerful catalyst for the change of a society and plays a crucial role in the development of a nation. This concept of universalisation signifies that education is for all and not for a selected few. This also means that education is the birth right of every child. Primary or elementary education has been the major concern of all nations, since it is the foundation of the entire education and is directly related with success of democracy and knowledgeable society. Universalisation has been taken as an international challenge, a national commitment and an important concern of the states. Universalisation of Elementary Education(UEE) being a constitutional directive has still remained unrealised and removal of mass illiteracy being a "national stigma" as pointed out by Mahatma Gandhi. UEE has been accepted as a national goal since independence. The overall goal in this regard is to provide free and compulsory education of satisfactory quality to all children.

Education in India is the joint responsibility of the central and state governments, and educational rights are provided for within the Constitution. The recommendations of the National Policy on Education (NPE) 1968 and subsequently by NPE 1986, attempts are being made to adopt a common structure of schooling across the country. 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, of these ten 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.

Elementary education is the primary step of education system to build the mental growth of children. Elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. In most Indian states, this translates into the

successful completion of prescribed educational requirements till class VIII. The essence of the goal is for every 14-year old to have acquired foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Elementary education gives courage, confidence, curiosity, independence, resourcefulness, resilience, patience and understanding. Elementary education is the fundamental rights of every child in their early age. To learn basics of life, society, and environment elementary education is necessary. It helps learners to step forward in their academic carrier.

EMERGENCE OF THE PROBLEM

In India, elementary education is needed for all round development. Developing country like India need large amount of workers, industrialists, technicians, social workers etc. and for this reason there is a need for the extension of elementary education. Elementary education is the gateway to enter in the secondary education system. The quality of secondary education totally depends on the quality of elementary education.

OBJECTIVES OF THE STUDY

- I. To study the progress of enrollment at elementary level of education in India.
- II. To study the gender disparity regarding enrollment rate at elementary level of education in India.
- III. To study the progress of enrollment status of SC and ST pupil at elementary level of education in India.
- IV. To study the progress of elementary education regarding dropout rate in India.

SIGNIFICANCE OF THE STUDY

India has made progress in terms of increasing elementary education, attendance rate and expanding literacy to approximately two thirds of the population. Despite growing government initiative in education, 25% of its population is still illiterate. Only 15% of Indian students reach high schools and just 7% to graduation. Therefore, the study of facts of elementary education will be of immense value of researchers, social scientist, policy makers to maximise the literacy rate and universalisation of elementary education. This study will be very helpful to educationist, education researchers, social scientists, planners, administrators and policy makers to formulate plans and perform strategies in right perspective for development of elementary education in all concerns.

DELIMITATION OF THE STUDY

The progress of elementary education is a vast area of study. The study is restricting to elementary education in India only within the period of 2001-2013 and enrolment indicator based.

METHODOLOGY

This research is an exploratory study. It is based on official documents. The conclusion made in the study has been based on primary and secondary sources.

- a) Primary sources - The sources are eye witness accounts. The original documents come under the category of primary sources. The data were collected from the selected educational statistics, ministry of HRD, Government of India, Annual Reports, and documents from NUEPA.
- b) Secondary sources – The Secondary sources are the accounts of an event provided by a person who did not directly observed the event, object or condition. The secondary sources were different books and journal published by different writers and scholars.

DATA ANALYSIS AND INTERPRETATION

ENROLLMENT

The following table shows the year wise (from 2003-04 to 2012-13) total enrollment in elementary education (primary and upper primary) level in all over India.

TABLE: 1 ENROLLMENTS IN ELEMENTARY LEVEL (IN MILION)

YEAR	PRIMARY(I-V)	UPPER PRIMARY(VI-VIII)
2003-04	110	33.1
2004-05	118	37.7
2005-06	124.6	43.6
2006-07	131.8	47.4
2007-08	134.1	50.9
2008-09	134.3	53.3
2009-10	133.4	54.4
2010-11	135.2	57.8
2011-12	137.0	61.9
2012-13	134.7	64.9

Source: DISE report

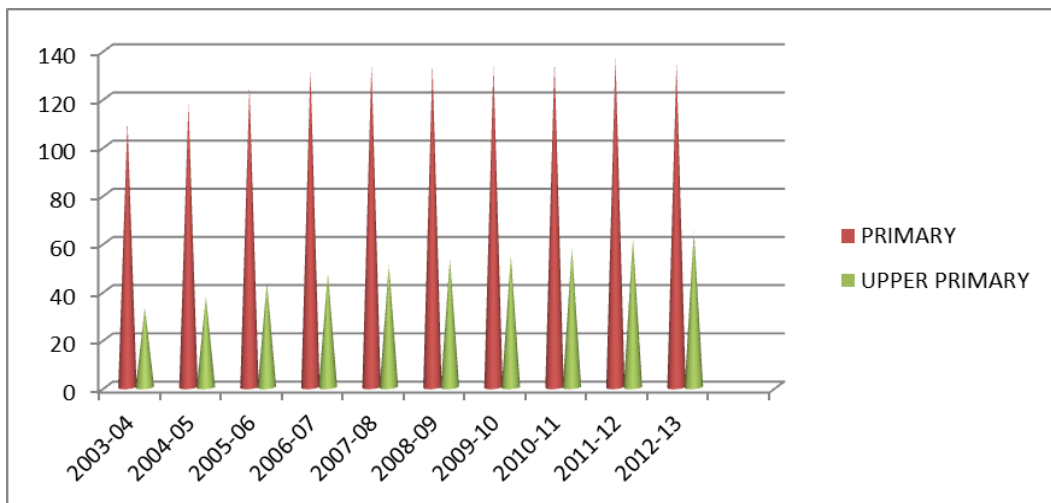


Figure- 1 Enrollment at Elementary Level

Interpretation: The above table 1 shows that the trend of enrollment at elementary level comparing primary and upper primary level from 2003-04 to 2012-13. From the fig. 1 it is clear that the enrollment at primary level is more than upper primary level. From 2003-04 to 2012-13 upper primary enrollment is gradually increases but in primary enrollment in the year 2012-13 less number of enrollment has been made than the last year 2011-12. So it may conclude that overall progress has made in India regarding enrollment at elementary level of education.

ENROLLMENT BY GENDER

The following table shows the gender wise enrollment in different years from 2004-05 to 2012-13 in elementary education (primary and upper primary) level in all over India.

TABLE: 2 GENDER WISE ENROLLMENT IN ELEMENTARY LEVEL (IN PERCENTAGE)

YEAR	PRIMARY-(I-V)		UPPER PRIMARY(VI-VIII)	
	BOYS	GIRLS	BOYS	GIRLS
2004-05	52.48	47.52	54.68	45.32
2005-06	52.21	47.79	54.20	45.80
2006-07	51.91	48.09	53.49	46.51
2007-08	51.78	46.22	53.01	46.99
2008-09	51.62	48.38	52.42	47.58
2009-10	51.54	48.46	51.88	48.12
2010-11	51.59	48.41	51.61	48.39
2011-12	51.35	48.65	51.38	48.62
2012-13	51.64	48.36	51.23	48.77

Source: DISE report

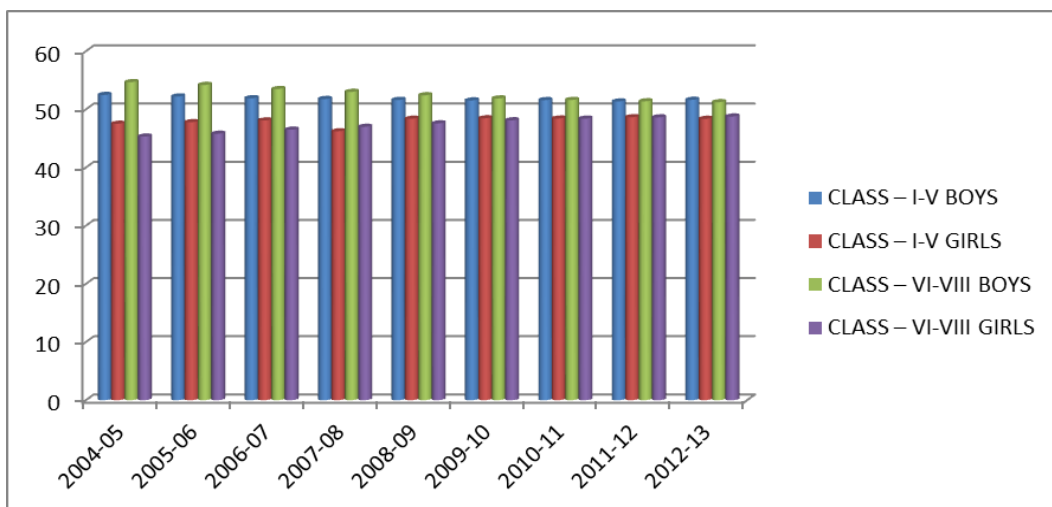


Figure- 2 Gender Wise Enrollment in Elementary Level

Interpretation: The above table 2 shows that the trend of boys and girls enrollment at elementary level comparing at primary and upper primary level from 2004-05 to 2012-13. From the fig. 2 it is clear that the enrollment of boys is more than girls' enrollment. But the enrollment of boys is decreases, whereas the enrollment of girls' is gradually increase.

The following table shows the girls enrollment in different years from 2002-03 to 2012-13 in elementary education (primary and upper primary) level in all over India.

TABLE: 3 GIRLS ENROLLMENT (IN PERCENTAGE)

YEAR	PRIMARY(I-V)	UPPER PRIMARY(VI-VIII)
2002-03	47.18	44.20
2003-04	47.47	45.02
2004-05	47.52	45.32
2005-06	47.79	45.80
2006-07	48.09	46.51
2007-08	48.22	46.99
2008-09	48.38	47.58
2009-10	48.46	48.12
2010-11	48.39	48.41
2011-12	48.35	48.63
2012-13	48.36	48.77

Source: Analytical report 2009-10, 2012-13 Flash statistics 2005-06

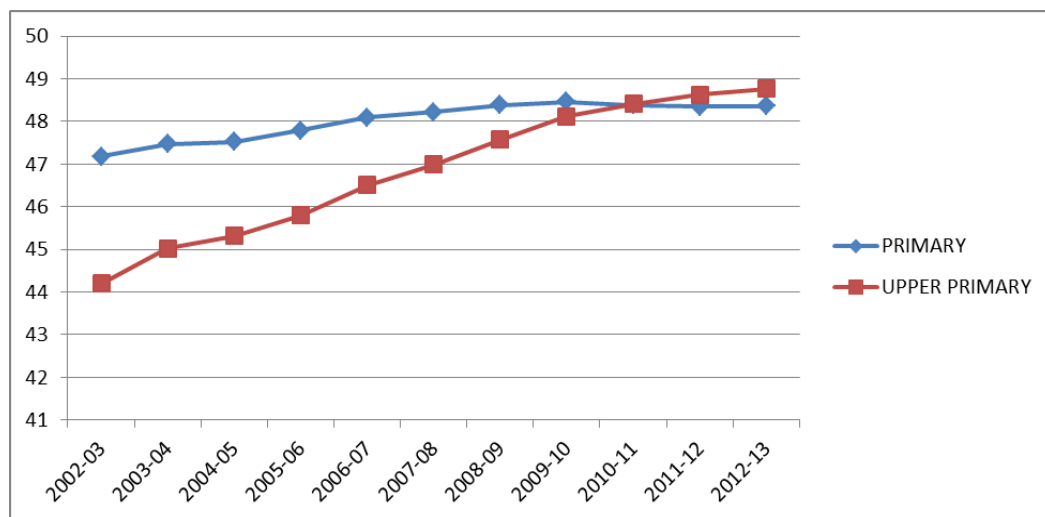


Figure- 3 Girls Enrollment

Interpretation: The above table 3 shows that the of girls enrollment at elementary level comparing primary and upper primary level from 2002-03 to 2012-13. From the fig. 3 it is clear that the rate of girls enrollment in primary level is gradually increases,

where as in upper primary level it is sharp increases. It is also shown that in the year 2010-11 the enrollment percentage is quite similar at both levels.

The following table shows the boys enrollment in different years from 2001-02 to 2012-13 in elementary education (primary and upper primary) level in all over India.

TABLE: 4 BOYS ENROLLMENT (IN MILLION)

YEAR	PRIMARY(I-V)	UPPER PRIMARY(VI-VIII)
2001-02	63.6	26.1
2002-03	65.1	26.3
2003-04	68.4	27.3
2004-05	69.7	28.5
2005-06	70.5	28.9
2006-07	71.1	29.9
2007-08	71.1	31.1
2008-09	70.6	31.4
2009-10	69.7	31.7
2010-11	69.7	29.8
2012-13	69.6	33.2

Source: Analytical report 2009-10, 2012-13 Flash statistics 2005-06

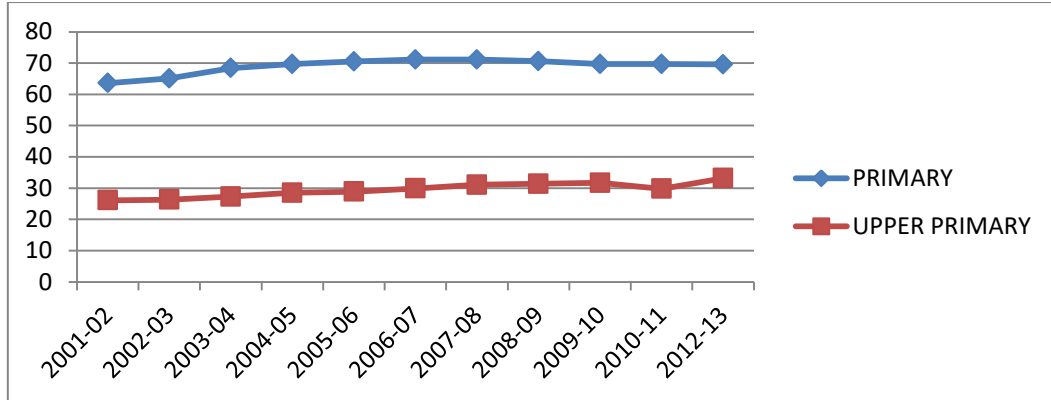


Figure- 4 Boys Enrollment

Interpretation: The above table 4 shows that the trend of total boys enrollment at elementary level comparing primary and upper primary level from 2001-02 to 2012-13. From the fig. 4 it is clear that the rate of boys enrollment in primary level is high than upper primary level. From 2001-02 to 2007-08 boys enrollment at primary level gradually increases after that slight decreases has been observed. At upper primary level the boys enrollment gradually increases up to 2009-10, in the year 2010-11 it decreases and after that it increase.

SC & ST ENROLLMENT

The following table shows the caste wise (SC & ST) enrollment in different years from 2002-03 to 2012-13 in elementary education (primary and upper primary) level in all over India. The data of SC and ST enrollment is the subset of total enrollment.

TABLE: 5 SHEDULE CASTE (SC) AND SHEDULE TRIBE (ST) ENROLLMENT IN ELEMENTARY LEVEL (IN PERCENTAGE)

YEAR	PRIMARY (I- V)		UPPER PRIMARY (VI-VIII)	
	SC	ST	SC	ST
2002-03	21.80	9.6	19.20	7.8
2003-04	21.30	10.2	19.33	8.08
2004-05	20.73	10.69	20.10	8.59
2005-06	18.95	9.56	17.78	7.47
2006-07	20.11	11.36	19.22	8.83
2007-08	20.08	11.60	19.17	9.23
2008-09	19.94	11.68	19.18	9.41
2009-10	20.07	11.54	19.17	9.43
2010-11	19.34	11.26	18.42	9.41
2011-12	20.09	11.40	19.14	9.86
2012-13	20.24	11.28	19.38	9.80

Source: Analytical table 2009-10, Flash statistics 2012-13

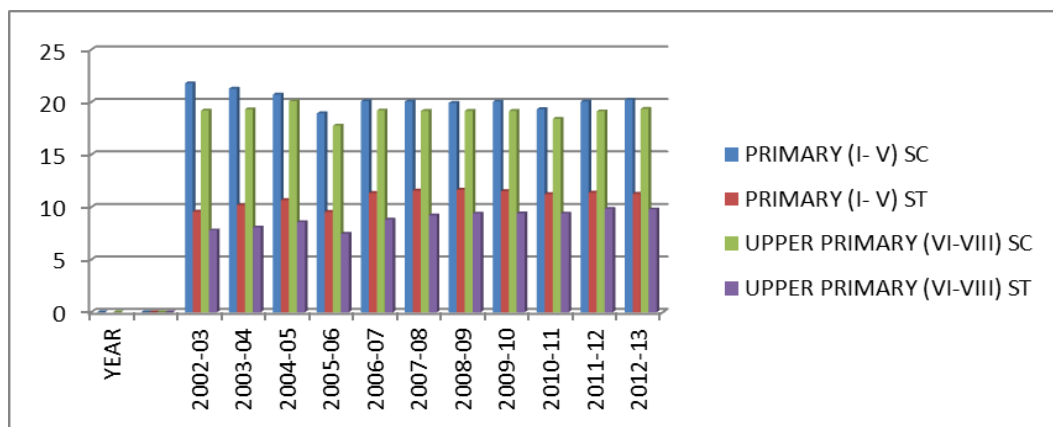


Figure- 5 SC & ST Enrollment in Elementary Level

Interpretation: The table 5 shows that the trend of SC and ST enrollment at elementary level comparing primary and upper primary level. From the fig. 5 it is clear that the enrollment of SC is more than ST enrollment. But the enrollment of SC at primary level in the year 2012-13 is less than the enrollment in 2002-03. The enrollment of ST at primary level and upper primary level is increases in the year 2012-13 than 2002-2003. A significant number of SC and ST enrollment at both level decreases in the year 2005-06. After 2005-06 overall increase has been observed. So the progress has made in India regarding enrollment of SC and ST at elementary level of education.

GROSS ENROLLMENT RATIO (GER) AND GENDER PARITY INDEX (GPI)

GROSS ENROLLMENT RATIO

Gross Enrolment Ratio (GER) is defined as the percentage of the enrolment in the Primary (classes I-V) and Upper Primary (Classes VI–VIII) and/or I-VIII to the estimated child population in the age groups 6 to below 11 years and 11 to below 14 and/or 6 to below 14 years respectively. Enrolment in these stages includes under-age and over-age children. calculation of GER as follows

$$\text{Gross Enrollment Ratio (GER)} = \frac{\text{Total enrollment in Grades I – V}}{\text{Population of age 6 – 11 years}} \times 100$$

Following table shows gender wise GER of all categories from year 2000-01 to 2010-11

TABLE: 6 GENDER WISE GROSS ENROLMENT RATIO (GER) ALL CATEGORIES

YEAR	PRIMARY (I-V)			UPPER PRIMARY (VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	104.9	85.9	95.7	66.7	49.9	58.6
2001-02	105.3	86.9	96.3	67.8	52.1	60.2
2002-03	97.5	93.1	95.3	65.3	56.2	61.0
2003-04	100.6	95.6	98.2	66.8	57.6	62.4
2004-05	110.7	104.7	107.8	74.3	65.1	69.9
2005-06	112.8	105.8	109.4	75.2	66.4	71.0
2006-07	114.6	108.0	111.4	77.6	69.6	73.8
2007-08	115.3	112.6	114.0	81.5	74.4	78.1
2008-09	114.7	114.0	114.3	82.7	76.6	79.8
2009-10	113.8	113.8	113.8	84.3	79.0	81.7
2010-11	115.4	116.7	116.0	87.7	83.1	85.5

Source: Selected Educational Statistics 2009-10, 2010-11

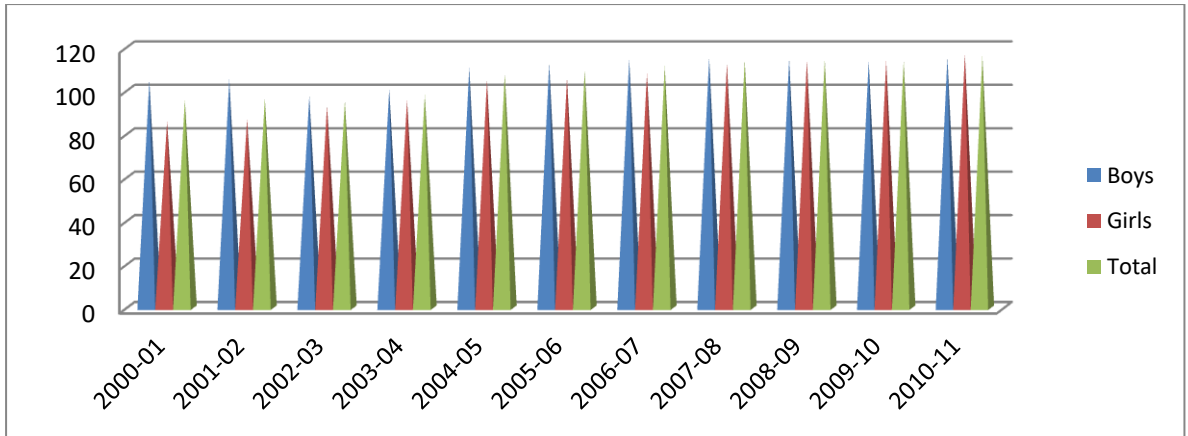


Figure- 6 GER All Categories (I-V)

Interpretation: The table 6 shows gender wise GER of all categories from 2000-01 to 2010-11. The figure 6 shows the GER at primary education level, it is clear that the GER of boys and girls both increase at primary level. But the increase rate of girls GER in the 2003-04 is more. In the year 2009-10 the GER of boys and girls became same at primary level.

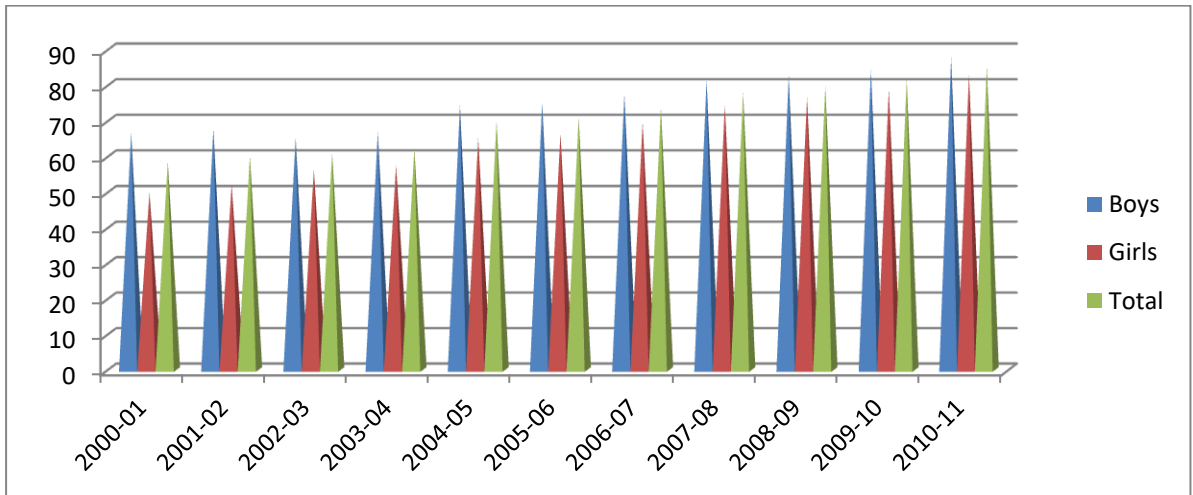


Figure- 7 GER All Categories (VI-VIII)

Interpretation: From the figure 7 it is clear that the GER of boys and girls both increase at upper primary level. But the increase rate of girl’s GER in the 2005-06, 2008-09 and 2011-12 is more. In the year 2010-11 the GER of boys is more than girls.

TABLE: 7 GROSS ENROLMENT RATIO (GER) SC CATEGORIES

YEAR	PRIMARY(I-V)			UPPER PRIMARY (VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	107.3	85.8	96.8	76.2	53.3	65.3
2001-02	103.1	82.3	93.0	80.3	57.7	69.6
2002-03	101.4	89.4	95.6	63.2	48.6	56.3
2003-04	93.1	83.0	88.3	79.4	63.4	71.9
2004-05	123.3	106.6	115.3	77.9	61.5	70.2
2005-06	126.3	110.2	118.6	81.0	65.1	73.5
2006-07	131.6	115.4	123.4	83.1	63.3	75.7
2007-08	125.5	124.3	124.9	82.1	78.1	80.2
2008-09	129.2	127.7	128.5	86.8	83.3	85.2
2009-10	125.1	125.5	125.3	89.6	86.8	88.3
2010-11	131.3	132.7	132.0	93.8	90.6	92.3

Source: Selected Educational Statistics 2009-10, 2010-11

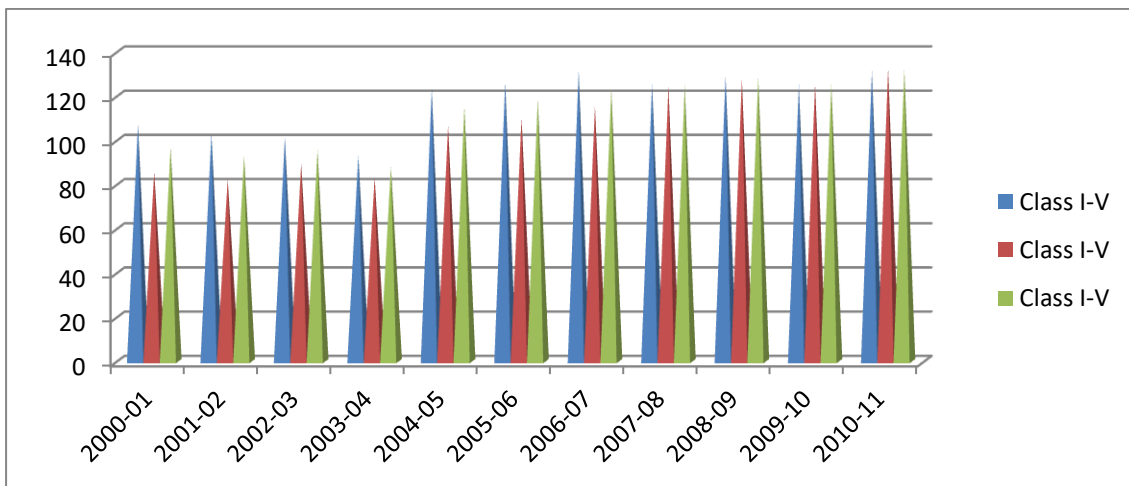


Figure- 8 GER SC Categories (I-V)

Interpretation: The above table 7 shows gender wise GER of SC categories from 2000-01 to 2010-11. From the figure 8 it is clear that the GER of boys and girls increase gradually except 2003-04 at primary level. But the increase rate of girls GER in the 2007-08 is more. In the year 2009-10 the GER of boys and girls became quite same.

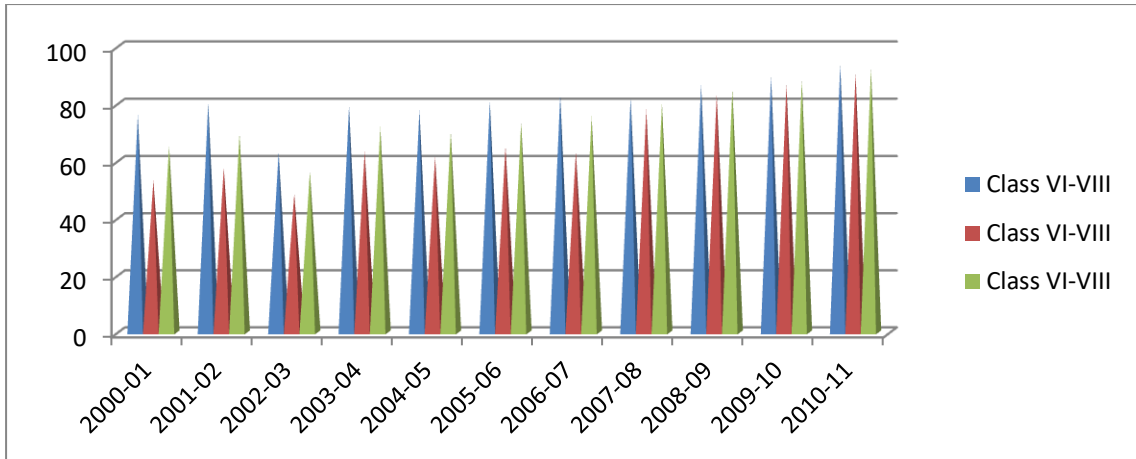


Figure- 9 GER SC Categories (VI-VIII)

Interpretation: From the figure 9 it is clear that the GER of boys and girls increase gradually except 2002-03 at upper primary level. But the increase rate of girl’s GER in the 2008-09 and 2010-11 is more. In the year 2010-11 the GER of boys is more than girls.

TABLE: 8 GROSS ENROLMENT RATIO (GER) ST CATEGORIES

YEAR	PRIMARY (I-V)			UPPER PRIMARY(VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	116.9	85.5	101.1	72.5	47.7	60.2
2001-02	106.9	85.1	96.3	82.1	57.3	70.3
2002-03	104.8	92.3	98.7	55.0	40.8	48.2
2003-04	94.7	87.8	91.4	84.0	66.6	75.8
2004-05	128.1	115.5	121.9	73.9	59.5	67.0
2005-06	131.4	120.0	125.8	77.5	64.9	71.5
2006-07	134.4	124.0	129.3	80.2	68.2	74.4
2007-08	136.4	130.6	133.6	81.1	70.2	75.8
2008-09	137.5	133.9	135.8	85.7	76.4	81.2
2009-10	136.8	134.1	135.5	87.4	81.2	84.3
2010-11	137.2	136.7	137	90.7	87.0	88.9

Source: Selected Educational Statistics 2009-10, 2010-11

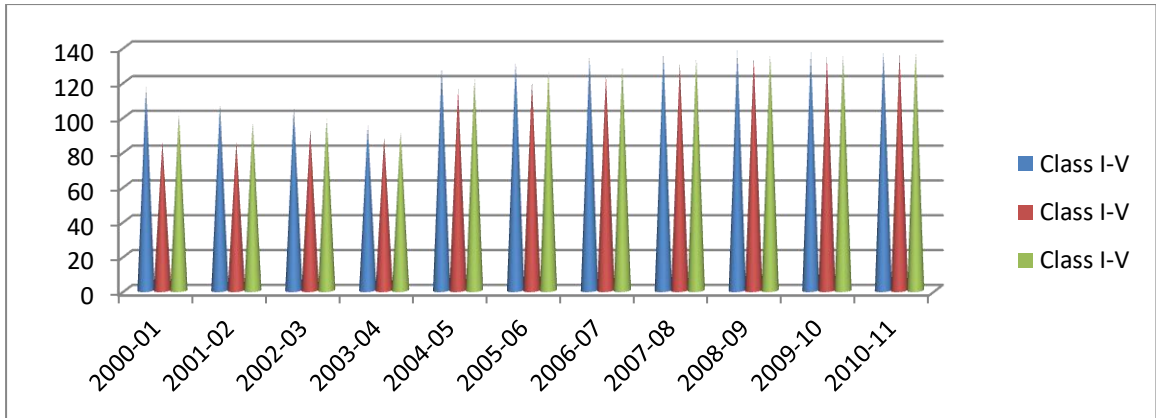


Figure- 10 (GER) ST Categories (I-V)

Interpretation: The table 8 shows gender wise GER of ST categories from 2000-01 to 2010-11. From the figure 10 it is clear that the GER of boys and girls increase gradually except 2003-04 at primary level. But the increase rate of girl’s GER in the 2005 and 2008 was more. In the year 2010-11 the GER of boys and girls became quite same.

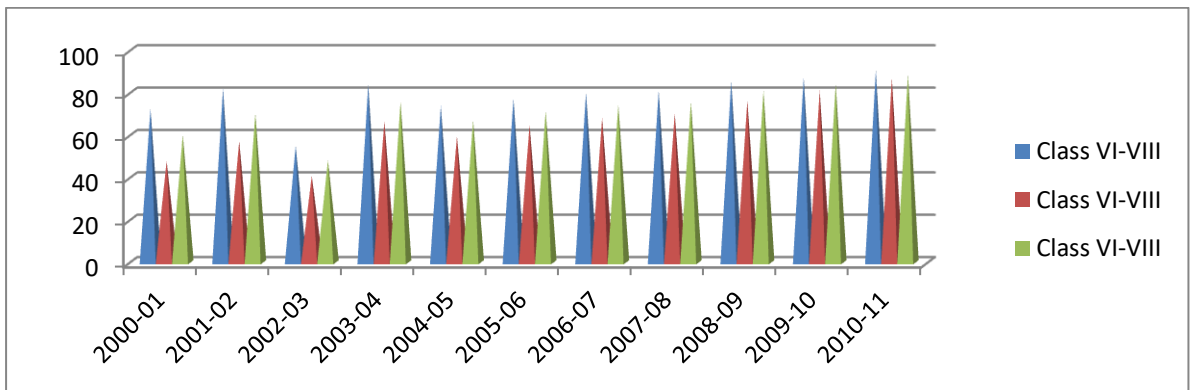


Figure- 11 (GER) ST Categories (VI-VIII)

Interpretation: From the figure 11 it is clear that the GER of boys and girls increase gradually except 2002-03 and 2004-05 at upper primary level. But the increase rate of girl’s GER in the 2004 and 2006 is more. In the year 2010-11 the GER of boys was more than girls.

GENDER PARITY INDEX (GPI):

Gender Parity Index (GPI) is calculated by dividing girls GER by boys GER of a given level of education. It measures progress towards gender equity in education. When the GPI shows a value equal to 1 at any level of education it shows that there is no gender disparity at that level and learning opportunities are available for girls equally to that of boys.

$$\text{Gender Parity Index (GPI)} = \frac{\text{Girls enrolment in primary grades in year 't'}}{\text{Boys enrolment in primary grades in year 't'}}$$

TABLE: 9 GENDER PARITY INDEX (GPI)

YEAR	PRIMARY (I-V)			UPPER PRIMARY(VI-VIII)		
	All	SC	ST	All	SC	ST
2000-01	0.82	0.80	0.73	0.75	0.70	0.66
2001-02	0.83	0.80	0.80	0.77	0.72	0.70
2002-03	0.95	0.88	0.88	0.86	0.77	0.74
2003-04	0.95	0.89	0.93	0.86	0.80	0.79
2004-05	0.95	0.86	0.90	0.88	0.79	0.81
2005-06	0.94	0.87	0.91	0.88	0.80	0.84
2006-07	0.94	0.88	0.92	0.90	0.76	0.85
2007-08	0.98	0.99	0.96	0.91	0.95	0.87
2008-09	0.99	0.99	0.97	0.93	0.96	0.89
2009-10	1.00	1.00	0.98	0.94	0.97	0.93
2010-11	1.01	1.00	1.00	0.95	0.97	0.96

Source: Selected Educational Statistics 2009-10, 2010-11

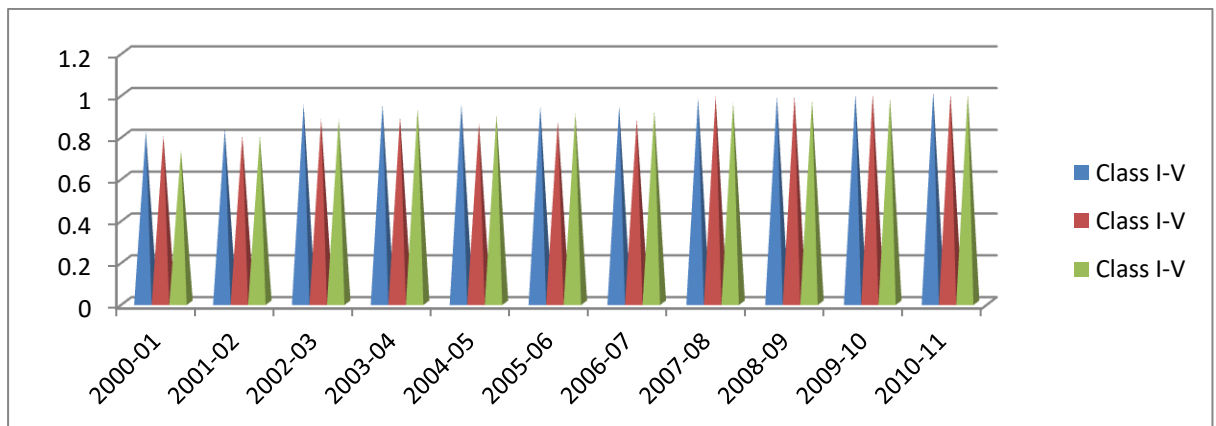


Figure- 12 GENDER PARITY INDEX (GPI) Class I-V

Interpretation: The above table 9 shows gender wise GPI of all, SC and ST categories from 2000-01 to 2010-11. From the figure 12 it is clear that the GPI of all categories at primary level increase from 2001-02, then it remains constant throughout 2003-05, then again decrease and finally increase 2008-11. For SC and ST categories GPI increases from 2001 to 2004, then decrease in 2005 and then slowly increase.

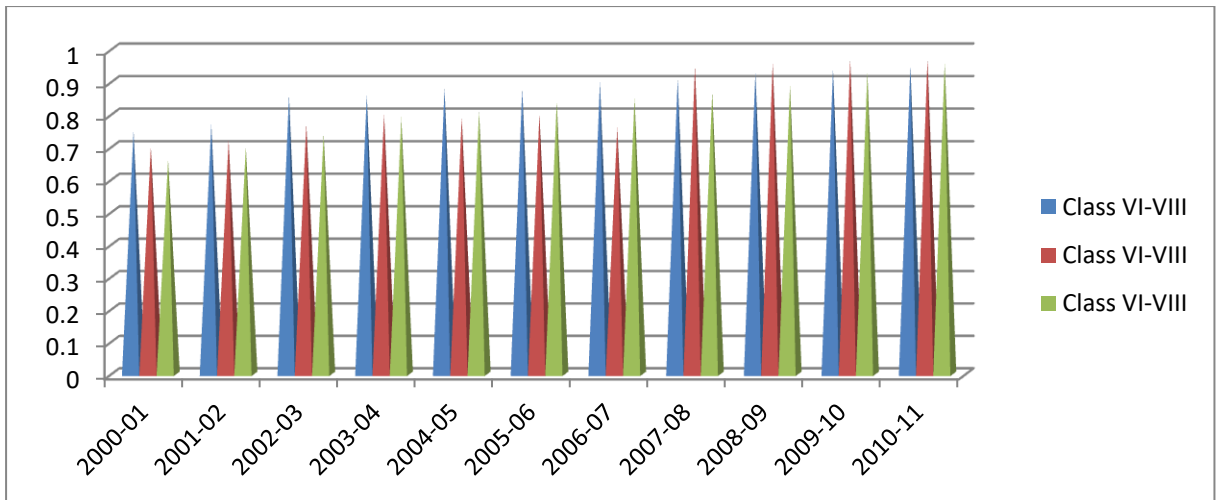


Figure- 13 GENDER PARITY INDEX (GPI) Class VI-VIII

Interpretation: From the figure 13 it is clear that the GPI of all and ST categories at upper primary level increase from 2001 to 2011. For SC categories GPI increases from 2001 to 2006, then decrease in 2007 and then a large increase in 2008 and then gradually increase.

Dropout Rate

The Dropout Rate represent percentage of pupils who drop out from a given grade or cycle or level of education in a given school year. Who are enrolled after 30th September does not take into account.

$$Dropout\ Rate\ (d_g^t) = \frac{D_g^t}{E_e^t} \times 100$$

Where

D_g^t = Number of students dropping out from Grade ‘g’ in year ‘t’

E_g^t = Total number of students in Grade ‘g’ in year ‘t’

TABLE: 10 DROPOUT RATES ALL CATEGORIES

YEAR	PRIMARY (I-V)			UPPER PRIMARY(VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	39.7	41.9	40.7	50.3	57.7	53.7
2001-02	38.4	39.9	39.0	52.9	56.9	54.6
2002-03	35.9	33.7	34.9	52.3	53.5	52.8

2003-04	33.7	28.6	31.5	51.9	52.9	52.3
2004-05	31.8	25.4	29.0	50.5	51.3	50.8
2005-06	28.7	21.8	25.7	48.7	49.0	48.8
2006-07	24.6	26.8	25.6	46.4	45.2	45.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7
2008-09	29.6	25.8	27.8	41.1	36.9	39.3
2009-10	31.8	28.5	30.3	41.1	44.2	42.5
2010-11	28.7	25.1	27.0	40.3	41.0	40.6

Source: Selected Educational Statistics 2009-10, 2010-11

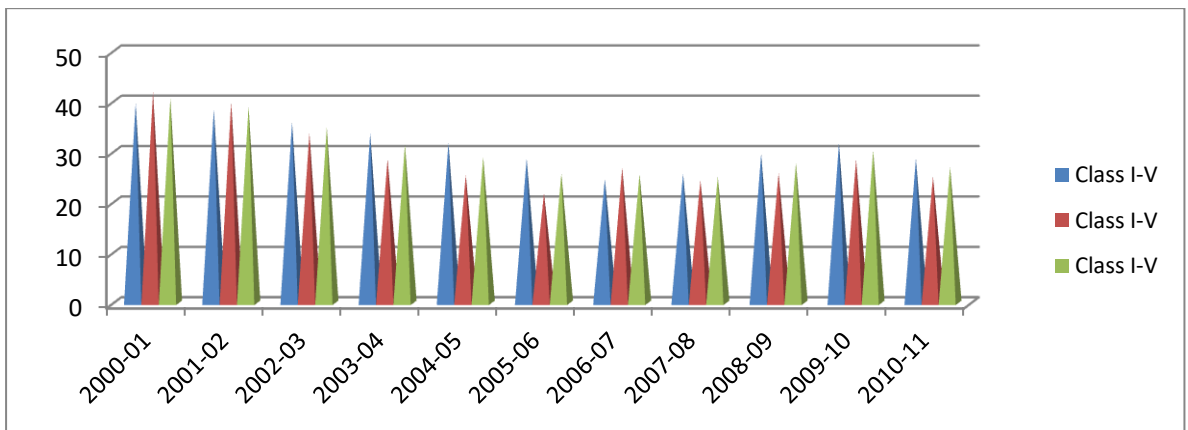


Figure- 14 Drop Out Rates All Categories (I- V)

Interpretation: The above table 10 shows dropout rate of all categories from 2001 to 2011. From the figure 14 it is clear that the dropout rate of girls was more than boys in 2000-01 at primary level. From the year 2002-03 the dropout rate of boys is more than the girls. Finally, the total dropout rate gradually decreases from 2001 to 2011.

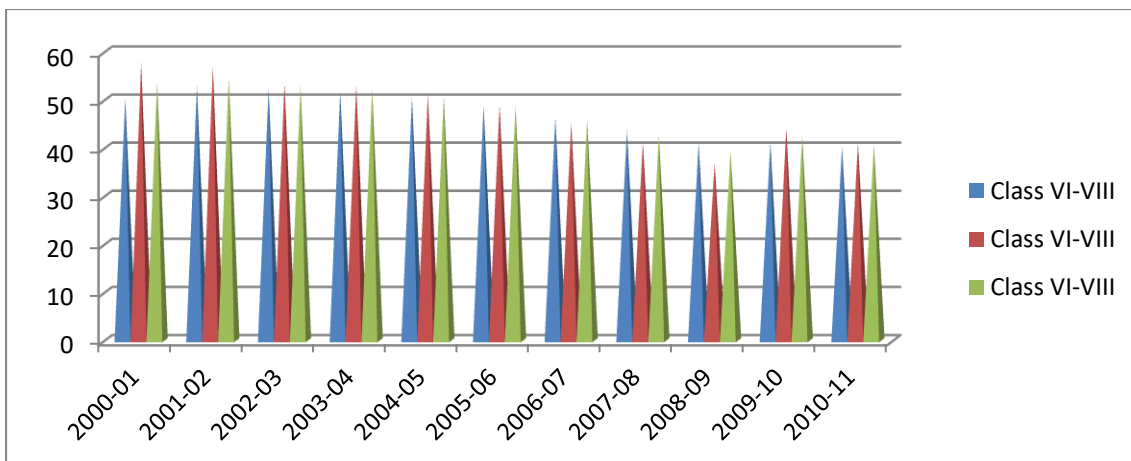


Figure- 15 Dropout Rates All Categories (VI- VIII)

Interpretation: From the figure 15 it is clear that the dropout rate of girls is more than boys in 2000-01 to 2005-06 at upper primary level. From the year 2006-07 to 2008-09 the dropout rate of boys is more than the girls. Finally, the total dropout rate of all categories at upper primary level gradually decreases from 2001 to 2011.

TABLE: 11 DROPOUT RATES SC CATEGORIES

YEAR	PRIMARY (I-V)			UPPER PRIMARY(VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2001-02	43.7	47.1	45.2	58.6	63.6	60.7
2002-03	41.1	41.9	41.5	58.2	62.2	59.9
2003-04	36.8	36.2	36.6	57.3	62.2	59.4
2004-05	32.7	36.1	34.2	55.2	60.0	57.3
2005-06	32.1	33.8	32.9	53.7	57.1	55.2
2006-07	32.3	39.9	35.9	51.6	55.0	53.1
2007-08	34.4	24.5	30.1	53.6	51.1	52.5
2008-09	29.6	23.0	26.6	50.3	43.3	47.3
2009-10	33.7	25.6	30.0	50.8	51.5	51.2
2010-11	29.8	23.1	26.7	46.7	39.0	43.3

Source: Selected Educational Statistics 2009-10, 2010-11

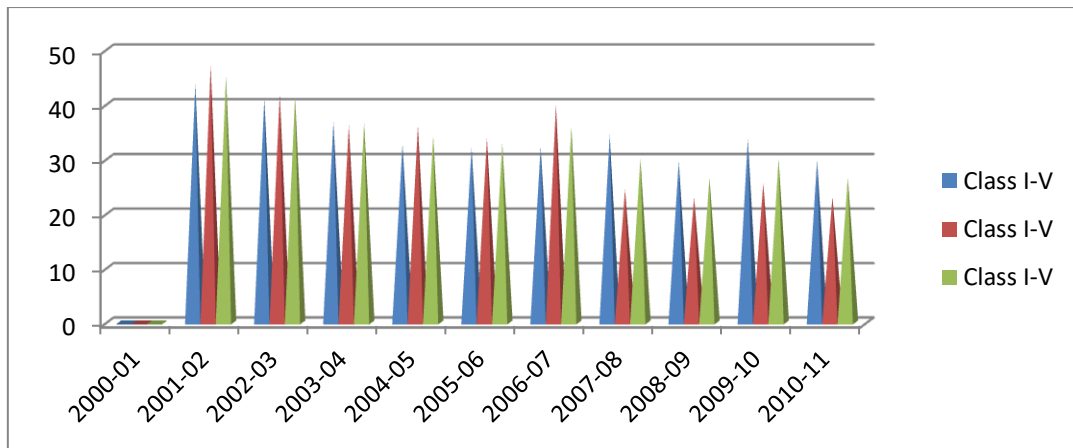


Figure- 16 Dropout Rates SC Categories (I- V)

Interpretation: The table 11 shows dropout rate of SC categories from 2002 to 2011. From the figure 16 it is clear that the dropout rate of girls was more than boys in 2000-01 to 2005-06 at primary level. In the year 2006-07 the dropout rate of boys was less than the girls. Finally, the total dropout rate of SC categories gradually decreases from 2001 to 2011 except 2006-07 and 2009-10.

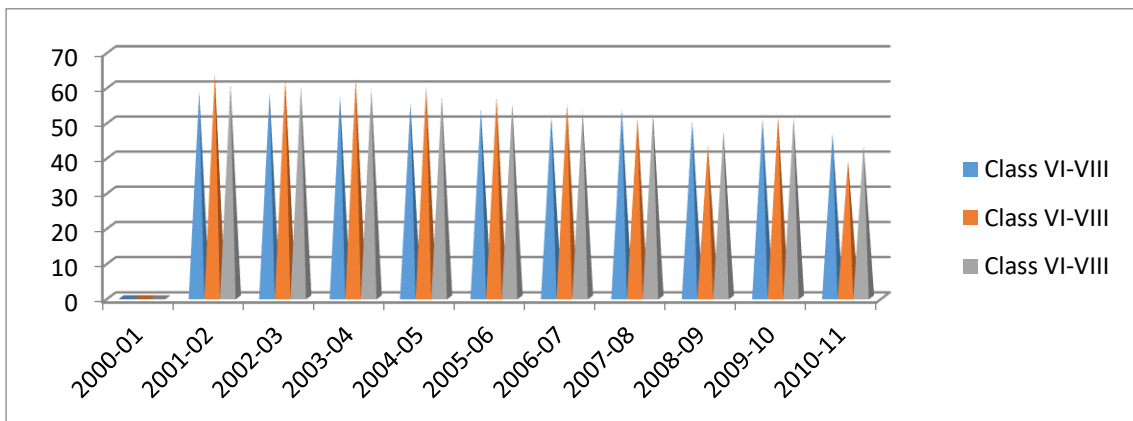


Figure- 17 Dropout Rates SC Categories (VI- VIII)

Interpretation: The above table shows dropout rate of SC categories from 2002 to 2011. From the figure 17, it is clear that the dropout rate of girls was more than boys in 2002 to 2006-07 at upper primary level. From the year 2008-09 to 2010-11 the dropout rate of boys was more than the girls. Finally, the total dropout rate of SC categories at upper primary level gradually decreases from 2001 to 2011.

TABLE: 12 DROP OUT RATES ST CATEGORIES

YEAR	PRIMARY (I-V)			UPPER PRIMARY(VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2001-02	51.0	54.1	52.3	67.3	72.7	69.5
2002-03	50.8	52.1	51.4	66.9	71.2	68.7
2003-04	49.1	48.7	48.9	69.0	71.4	70.1
2004-05	42.6	42.0	42.3	65.0	67.1	65.9
2005-06	40.2	39.3	39.8	62.9	62.9	62.9
2006-07	30.6	35.8	33.1	62.8	62.2	62.5
2007-08	31.0	31.7	31.3	62.6	62.3	62.5
2008-09	36.0	35.1	35.6	58.5	60.0	59.2
2009-10	38.1	35.4	36.8	54.6	59.1	56.8
2010-11	37.2	33.9	35.6	54.7	55.4	55.0

Source: Selected Educational Statistics 2009-10, 10-11

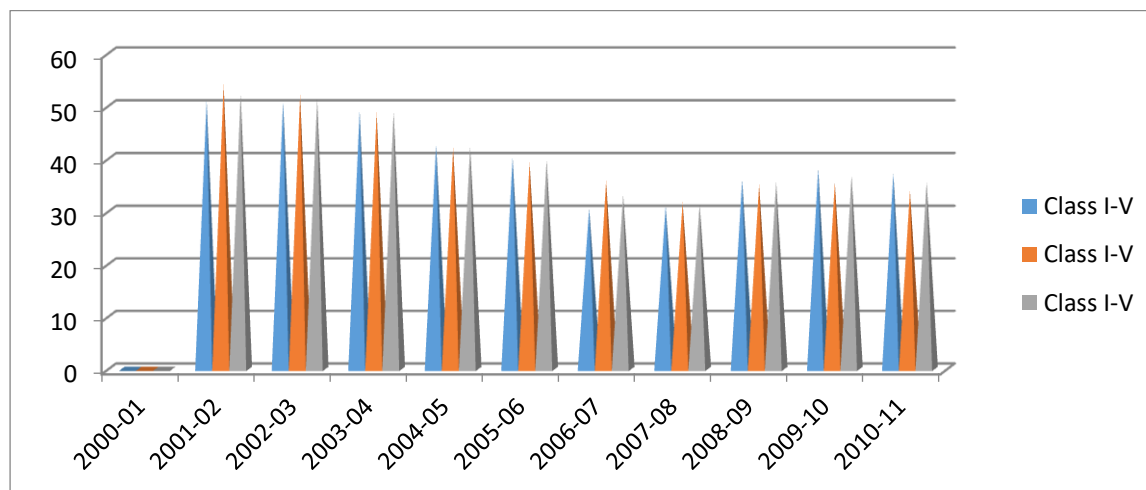


Figure- 18 Dropout Rates ST Categories (I- V)

Interpretation: The above table 12 shows dropout rate of ST categories from 2001-02 to 2010-11. From the figure 18 it is clear that the dropout rate of girls was more than boys in 2000-01 to 2002-03 at primary level. In the year 2003-04 the dropout rate of boys was more than the girls. Finally, the total dropout rate of ST categories gradually decreases from 2002 to 2011 except 2008-09 and 2010-11.

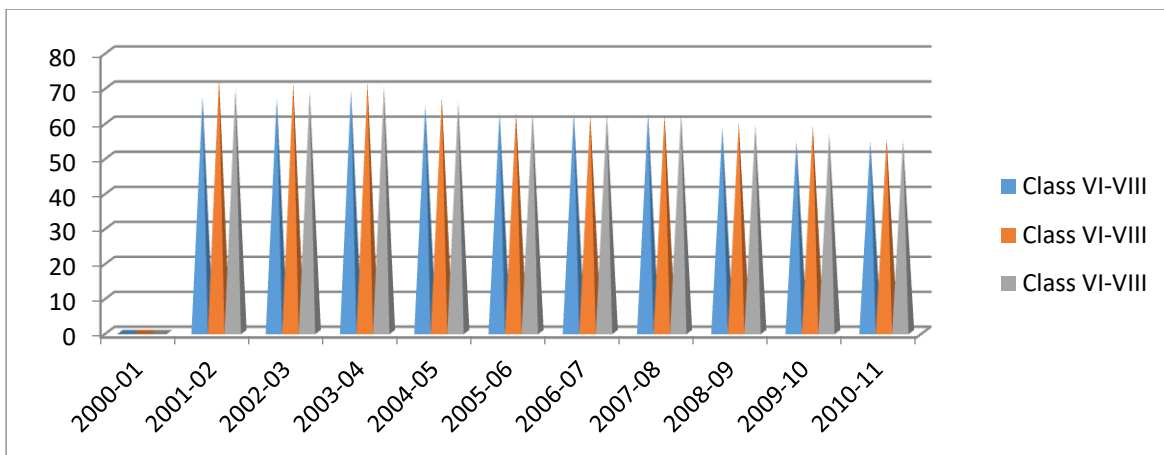


Figure- 19 Dropout Rates ST Categories (VI- VIII)

Interpretation: From the figure 19 it is clear that the dropout rate of girls is more than boys in 2002 to 2004-05 at upper primary level. From the year 2006-07 to 2007-08 the dropout rate of boys is more than the girls and then again reverse order has been followed. Finally, the total dropout rate of ST categories at upper primary level gradually decreases from 2002 to 2011 except 2003-04.

CONCLUSION:

Education is the most important factor for human resource development. This study it is identified that progress has made in India regarding enrollment at elementary level of education. Boys enrollment is more that the girls enrollment during this period but girls enrollment is gradually increase. The progress has made in India regarding enrollment of SC and ST at elementary level of education. Dropout in the elementary education level is decrease during this period. In order to promote education to all children irrespective of caste, creed, religion, sex and others and also for realizing democratization of education as a birth right to all, the government of India has made several attempts from time to time to achieve the universalisation of education for all.

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