TRENDS ANALYSIS OF ELEMENTARY EDUCATION AND DROP-OUT RATES IN ODISHA

[1]RABIKANTA MAHANANDA, [2]DR. LOPAMUDRA MISHRA, [3]DR. SARALA DASARI

[1]Ph.d Research Scholar, [2]Assistant Professor, [3]Assistant Professor

[1]Centre for Studies in Economics and Planning (CSEP), School of Social Science

Central University of Gujarat, Gandhinagar, India

Abstract

Everyone knows the importance of achieving primary and elementary education but the deep insight relevance of acquiring education is not grabbed by them properly which is the biggest problem of school education i.e., drop-out from school or absenteeism is increasing. This study examines the contemporary situation of elementary education (Literacy rate, student enrolment, school drop-out) in the state of Odisha. By analyzing the data sources, the study came to the denouement that there is considerable diversity in literacy as well as student enrolment in distinct districts in which the problem of school drop-out is emerging. This diversity-based school drop-out is come out from problems like persistent poverty of parents, financial crisis, a long distance from school, lack of interest among students in studying parents' burden to work with them, taking care of the small child, teacher's behavior, school infrastructural facilities, grade repetition at the same class, poor health, etc. are the major issues in the way of achieving universalization of elementary education in Odisha. The study suggests the need for the quick intervention of state government to look behind these problems as soon as possible so that it will helpful for future outcomes.

Keywords: Universalization of Elementary Education (UEE), Absenteeism, Literacy Rate, School Enrolment, Elementary school Drop-out

I. Introduction

Though the world changes day by day the relevance of education in human society is growing more and more. A Chinese Philosopher named Confucius says a truly acceptable line about the importance of achieving education is that "If you are planning for a year, sow rice; If you are planning for a decade, plant trees; but if you are planning for a lifetime, then educate people" which will not only change one generation but for the fruitful future.

Elementary education or primary education is the first stage in formal education which has the foundation for the development the of physical, moral, and intellectual ability of a child. In India elementary education is part of the constitutional fundamental rights under article 21(A) 'Right to Education' Act of 2009 has targeted that each and every student from the age between six to fourteen years irrespective of caste, class, sex, religion, gender, are having the authority to achieve free and obligatory school education.

In India approximately, 80 percent of elementary schools are run by the different states' governments. As per the "Statistics of School education 2011-12" data (MHRD Bureau of Planning, Monitoring & Statistics, New Delhi) between 1950-51 and 2011-12, there is a considerable increase of 3.4 times in primary schools and 34.9 times in an upper primary level. In 2011-12 the number of primary schools are 7,12,437 and the number of upper primary schools are 4,74,294 in the country.

In this context, the study is based on the state of Odisha's elementary education system and its school drop-out relationship over the year 2009-10 to 2018-19. The motivational structure of the study is that how the differential elementary school performance of the 30 districts in Odisha. For instance, even though there is transformation among different districts as compared the to independence period but still many districts in the state are facing the problem in many grounds of school education to enhance the goal of universalization of elementary education (UEE).

By analyzing the necessitate of universalization of primary education in the state, it seems an improvement in primary level and upper primary level of elementary education in the government-owned schools mainly in pastoral and undeveloped regions. Nowadays also the government has trying to achieve 100 percent enrollment and reduce the drop-out rates in the tribal areas and backward districts by opening new primary schools. Kalahandi, Balangir, and Koraput (KBK districts) of Odisha which has a low enrollment rate of students with backwardness in the education sector. The government of Odisha has taken some steps to open new primary schools in that areas by focusing that a minimum of 25 children (6-14 years age) should be provided school within 1 K.M. of distance from their homes where many natural problems like forest occupied areas, long river, hilly areas, poor transportation facilities, etc.

In Odisha, drop-out rates at the elementary level are quite diversified as compared to the enrollment rates (Availability of data from 2000-01 to 2017-18). In 2000-01 the drop–out rate at the primary level was 41.8 percent with 42.3 percent of boys and 41.4 percent of girls which has significantly fallen to 3.19 percent in 2005-06 (Odisha Primary Education Programme Authority, 2001 to 2018). After that period the school drop-out has again increases and decreases till 2012-13 (0.37 percent). But after 2013-14 it is starts rising in the state which is not a good result for the state to come near the goal of universalization of elementary school learning in the state.

The purpose of the study is bifold in objective; first to trace out the enrolment pattern of primary and elementary students and literacy rates of all districts over the year. Secondly, to examine the drop-out changes of elementary school children and the reason behind them. Further, this study recognized the factors responsible for grade repetition of students, low enrolment, increasing drop-out, and differential performance of districts in the state.

The paper is analyzed in seven sections; the first section is on brief introduction to Odisha's elementary education system, the second section comprising of a brief literature review, third section is on data sources and methodology part, and section four provides the data analysis structure which comprising details about enrolment and literacy rates of Odisha, fifth section provides drop-out data analysis and its changes over the period in the state, section six shows the results part of the major findings and the concluding section seven describes the conclusion and policy recommendations derived from the study.

II. Review of Literature

Why a child is leaving the school is depends upon two different levels i.e. individual and institutional. The broad focus of his study on individual drop-out causes are familiar problem like change in residence of parents, illiteracy, parental socio-economic structure and institutional factors like grade retention of children, attitude of school peers, stringent punishment, etc. are discouraging them to go to school (Rumberger, 1995). Though the dropout rates have been reducing in recent some years, but still it is going to be raising not properly stop. He argued that the main reason behind this problem is lack of rules and regulations in way of children's right on education and the problem of acceptance to the needs of frontal learners who has the optimum role for children drop-out from school (Reddy & Sinha, 2008).

Demographic features are also one of the reasons behind primary school drop-out of children. The different concluding remarks of the study expand that drop-out among girls' children is more than boys, nuclear family children are dropping more from school as compared to joint family, parental illiteracy about importance of school education in student's life (Khan and Pandey, 2012). The drop-out rates increasing in school education it is not only about the household factors but it also responsible for quality of education as prevailed in the school. The factors which are responsible for the drop-out are; household and socio-economic factors, financial stability and underemployment, long term poverty, inappropriate school

guidance, untrained teachers, etc. In rural Indian among dropped out school boys, 26% cited as financial constraints and that was for girls 22%. Besides this other causes like regular illness, parents' financial stability, long term unemployment etc. are main reasons for drop-out in school education. One of the significant funding they pointed out that approximately 15% children are enrolling in the school but 11% of them do not attending the educational institutions (A. N. Mukherjee & S. Sikdar ,2012).

There are three important factors influencing the school observation and leading to drop-out like school related factors (unfriendly school environment, Repetitions for longer period in the same class, punishment, teachers unpleasant behaviour, disturbing classmates, lack of co-curricular activities), family related factors (family disturbances regarding financial issues, child labour, persistent poverty rates of parents), and individual factors (learning difficulties, lack of interest in education, poor health condition) (Farooq, 2013). School environmental factors also leading to drop-out of children from school (Buop et al., 2018). They mentioned in their study that teacher centric factors like cruelty and unreasonable harshness for children, racial abuse or ethnic discrimination towards students, conflicts among teachers and students, complex curriculum -cum- congested syllabus are the broad reasons for pupil drop-out.

In case of Odisha the drop-out among three regions i.e. northern, southern and coastal region, southern region has more drop-out of children (5.33 per cent) as compared to other. The main reason of this problem is that northern region is lacking behind in developmental process as compared to coastal which is comprised of hilly areas and availability of primary school is low their (Mohanty, 2018). Gender inequalities is one of main reason behind school drop-out among girls (Singh. A. K and Rabindranath, 2020). Family size like households and parental characteristics also one of the important factors for students drop-out from primary level (Mahalanabis and Acharya, 2021). They found that the reason behind high drop-out among Muslim, Scheduled Castes and Scheduled Tribe category is due to illiteracy among parents, insignificance of education (parental thinking), available on care of sibling in family, participation with parents in many family decisions, unsafe of girls at school, lack of female teacher at school, etc.
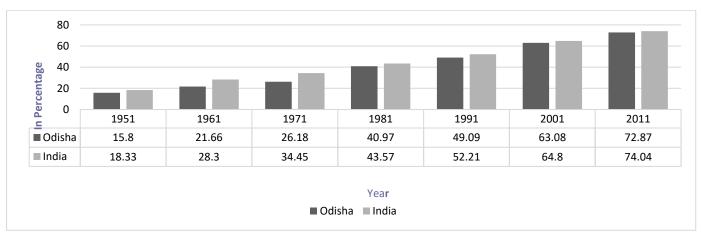
III. Data Sources and Methodology

The existing study is completely centered on the availability of secondary data from various reviewed sources for the purpose to analyze the concern topic on "Elementary Education and Drop-out rates in Odisha". This study had used the data sources from Economic Survey of Odisha, Economic survey of India, Census of India 2011, District Information Systems of Education (DISE), Odisha Primary Education Programme Authority (OPEPA), Odisha School Education Programme Authority (OSEPA), Statistics of School Education (SSE) India, Annual Reports of the Department of School Education (Government of Odisha), Union Budget data, Five Year Plan, Data provided by district SSA Program and Ministry of Education.
The source of data has got its own distinctive methodology. The description method for such a study was found to be more suitable for knowing the present implementation status of SSA Programme in the state.

IV. Trends on Educational Prevalence in Elementary School of Odisha
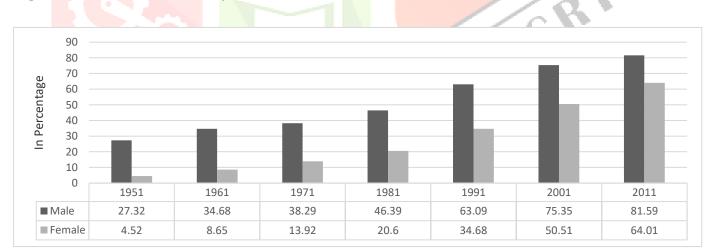
Education system in Odisha has experienced a rapid transformation as compared to the just independence period, but when we divide the equality in providing education to all then it seems divergence among different categories, different regions with various time period in the state. By analysing the education infrastructural status in the state some districts like Khordha, Cuttack, Kendrapada, Jagatsinghpur, Bhadrak, are in good position in terms of enrolment, literacy and low students dropping from elementary school level, where as districts like Nawarangpur, Koraput, Rayagada, Malkangiri, Nuapada, Mayurbhanj, Kalahandi are lacking behind a far away from the achievement of students' enrolment, change in literacy and increasing elementary drop-out. Therefore, the educational outcome (Elementary School level) in Odisha is going away from the achievement of universalization of elementary education (UEE) goal of 100 percent enrolment in primary and elementary level of schooling. The study has given below some facts and figure about the literacy position, enrolment level and students drop-out from elementary school in Odisha.

Figure 1: Literacy Rate Changes of Odisha from 1951-2011

	1951	1961	1971	1981	1991	2001	2011
Odisha	15.8	21.66	26.18	40.97	49.09	63.08	72.87
India	18.33	28.3	34.45	43.57	52.21	64.8	74.04

Source: Odisha Economic Survey, 2014-15

The education sector has made a drastic change in the last seventy years not only for India but also for the state of Odisha. The above figure clearly mentioned that in 1950-51 during the independence period the situation of India in case of the education sector is very poor with just 18.33 percent are came to under the literate category. But as time passed with the implementation new relevant committees changes took place by which currently India became a new education hub. Similarly, Odisha is also in that category with very low educational importance among people. Only 15.8 percent of literate people are in the state. But as time changes many educational committees implemented by the state government in school educational level therefore as per the census data of 2011 shows that the literacy rates of the state Odisha is stood at 72.87 percent that is just below the national literacy rate of 74.04 percent. With this, the effective literacy rate in the state works out to 72.99% (Rural 70.2%; Urban 85.7%). A significant rise of 9.8% has been seen in the effective literacy rate of the state comprising rural and urban areas. It seems that a 10.4% increase in rural areas and a 4.9 % increase in urban during the last decadal period.

Figure 2: Gender-wise Literacy Rate in Odisha (1951- 2011)

	1951	1961	1971	1981	1991	2001	2011
Male	27.32	34.68	38.29	46.39	63.09	75.35	81.59
Female	4.52	8.65	13.92	20.6	34.68	50.51	64.01

Source: Odisha Economic Survey, 2014-15

In the case of gender-wise division in literacy rate, Odisha has made a great comeback as compared to the just independence period which shows from the figure above that there is a very wide gap between male and female. Only 27.32 percent of literacy among the male and 4.52 percent among female in comparison to India's category-wise literacy rate was 27.16 percent among male category and 8.86 percent among the female category. From 1951 to 2011 time period, the literacy rate in Odisha made a remarkable changes i.e, from 27.32 percent to 81.59 percent in case of male literacy and just 4.52 percent to 64.01 percent in female literacy rate of the state as compared to the country's literacy of 82.14 percent in male category and in case of female category 65.46 percent in India. Therefore, it is needless to say that a huge

transformation as the time passed from 1951 to 2011 both the male and female literacy rate is increasing but the percentage increase in male literacy as compared to female is more.

Table 1: District-wise Literacy Rates of Odisha as per 2011 Census (In Percentage)

District	Scheduled Castes			Scheduled Tribes			All Category		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Angul	60.42	80.27	70.45	51.19	72.55	61.86	68.64	85.98	77.53
Balasore	63.12	82.16	72.29	38.71	61.47	50.06	72.28	87.00	79.79
Bargarh	58.27	78.47	68.43	54.30	75.47	64.86	65.38	83.68	74.62
Boudh	54.29	79.54	66.90	50.17	77.88	63.84	59.79	83.34	71.61
Bolangir	52.52	74.23	63.42	42.34	67.78	54.93	53.50	75.85	64.72
Bhadrak	63.89	84.07	74.03	33.60	53.21	43.49	75.83	89.64	82.78
Cuttack	66.91	84.89	76.08	46.79	68.87	57.93	79.55	91.11	85.50
Deogarh	57.16	78.00	67.63	51.67	73.17	62.38	63.05	81.92	72.57
Dhenkanal	61.87	80.86	71.47	50.04	70.82	60.39	71.00	86.18	78.76
Gajapati	40.45	62.40	51.03	32.83	55.39	43.66	43.18	64.38	53.49
Ganjam	47.22	72.31	59.62	38.89	60.71	49.71	61.13	80.99	71.09
Jagatsinghpur	69.95	86.58	78.33	55.50	76.06	66.55	80.63	92.38	86.59
Jajpur	61.02	79.29	70.30	35.48	59.68	47.60	73.29	86.84	80.13
Jharsuguda	65.53	83.97	74.79	58.70	78.78	68.72	70.73	86.61	78.86
Kalahandi	50.29	73.95	61.97	35.84	63.31	49.29	46.68	71.90	59.22
Kandhamal	53.90	78.88	66.12	45.58	72.12	58.34	51.94	76.93	64.13
Kendrapara	65.99	84.34	75.16	54.01	70.70	62.39	78.96	91.45	85.15
Keonjhar	63.76	83.81	73.77	41.56	65.22	53.24	58.28	78.12	68.24
Khordha	68.36	84.99	76.82	58.64	79.42	69.33	81.61	91.78	86.88
Koraput	41.05	64.72	52.64	25.37	46.20	35.36	38.55	60.32	49.21
Malkangiri	55.12	75.82	65.59	26.25	44.91	35.23	38.28	59.07	48.54

District									
Mayurbhanj	55.88	76.40	66.06	41.36	65.28	53.11	52.71	73.76	63.17
Nabarangpur	47.60	67.73	57.61	28.02	49.46	38.54	35.80	57.31	46.43
Nayagarh	61.25	81.49	71.59	54.20	78.62	66.29	72.05	88.16	80.42
Sambalpur	62.38	81.69	72.08	55.59	76.00	65.76	67.93	84.35	76.22
Sonepur	59.29	80.95	70.34	56.05	77.38	66.78	64.04	84.40	74.42
Sundergarh	62.03	79.75	70.92	56.39	73.98	65.08	65.48	81.01	73.34
Nuapada	47.97	72.40	60.03	37.73	65.13	51.01	44.76	70.29	57.35
Puri	66.77	84.60	75.77	64.71	83.08	74.62	78.28	90.85	84.67
Rayagada	41..46	66.19	53.48	26.72	47.87	36.69	39.19	61.04	49.76
Odisha	**58.76**	**79.21**	**69.02**	**41.20**	**63.70**	**52.24**	**64.01**	**81.59**	**72.87**

Source: District Information System for Education (DISE, 2018)

In accordance with the 2011 census among the 30 districts in the state, literacy rate of Khordha district (among all category) is highest at 86.88 % and Nawarangpur district has the lowest at 49.76 %. Districts like Jagatsinghpur, Puri, Kendrapada, Bhadrak, Cuttack, Nayagarh are in good performing category in terms of literacy whereas Rayagada, Koraput, Nuapada, Malkangiri, and Kalahandi are under the less performing districts.

Under male literacy rate Jagatsinghpur (92.38 %) has highest and Nawarangpur (57.31 %) has the lowest among all districts whereas in female literacy Khordha (81.61 %) has the maximum and Nawarangpur (35.80 %) has minimum in the state.

Apart from this, the category-wise literacy rate among S. Cs and S. Ts shows that the Puri district (74.62%) of the state has the highest literacy among S. T category and Malkangiri district (35.23%) has the lowest literacy. Similarly, among the S.C category Jagatsinghpur district (78.33%) has the highest literacy rate and Gajapati district (51.03%) has the lowest in terms of categorical division.

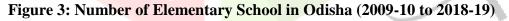**Table 2: Analysis of numeral of Primary Schools, Enrolment, Teachers Availability, S-T Ratio, GER, NER in Odisha from 1947-48 to 2018-19.**

TIME PERIOD	PRIMARY SCHOOLS	ENROLMENT (IN LAKHS.)	TEACHERS	STUDENT-TEACHER RATIO	GER (%)	NER (%)
1947-48	6814	2.55	16520	15.9	NA	NA
1950-51	9801	3.15	16525	19.7	NA	NA
2000-01	42104	47.1	114791	41.3	NA	NA
2001-02	42824	47.69	116231	41.1	98.27	87.25
2002-03	42824	46.08	83652	55.5	101.78	90.98
2003-04	44416	52.14	97175	53.8	103.48	91.51
2004-05	45700	52.15	99079	52.7	104.26	93.13
2005-06	45890	46.02	115351	40.4	83.59	78.58
2006-07	46722	44.85	114105	39.3	93.49	82.06

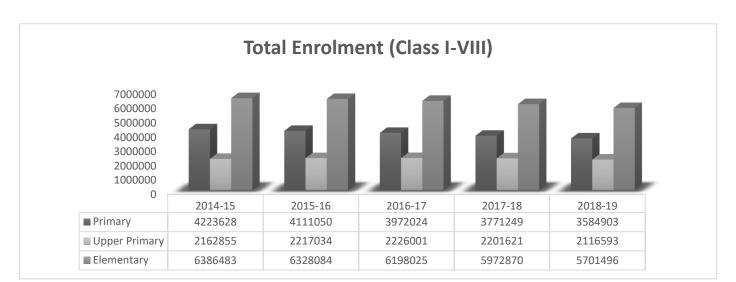| 2007-08	48405	45.20	120482	37.5	_	84.23
2008-09	50062	45.87	125372	37.1	_	92.72
2009-10	52972	44.93	138522	33.1	_	92.88
2011-12	37,012	44.33	1,33,262	30:1	99.69	93.27
2012-13	37,056	43.41	1,34,578	28:1	99.96	93.61
2013-14	36,399	42.78	1,21,193	35:1	99.20	93.85
2014-15	36,550	42.24	1,22,214	26:1	92.74	91.01
2015-16	36,760	41.11	1,33,541	25:1	91.62	90.23
2016-17	36,318	39.72	1,32,927	24:1	92.47	91.00
2017-18	36,070	37.56	1,31,544	23:1	93.3	91.9
2018-19	34,923	36.05	1,29,841	20:1	100.74	86.9

Source: OPEPA

The progress in the elementary education system in the state is evident from the data published by OPEPA (Odisha Primary Education Program Authority) which is the authority of teachers' training and another material development community mobilization, action research work and the organization for different important activities among teachers and students have figured out that in 1950-51 there was 9801 number of primary schools with just 315 lakh number of students and 16525 number of teachers are there. But by the end of 2011-12, it has sharply raised to 37,012 primary schools with 44.33 lakh students and 1,33,262 primary teachers appointed. Approximately 4 times rise in a number of primary schools, more than 14 times rise in school enrollment and above 8 times increased in teacher appointments during this census period. In 1950-51 Odisha's literacy rate was just 15.8 % with female literacy of 4.5%. But if we see at the current data of the 2011 census then we can find that the literacy rate of Odisha is now increased a lot to 73.45% and that for males is 82.4% and for females, it is 64.36%. If we compare districts-wise then Khordha district is the highest literacy rate among all districts with 87.51% and that for males is 92.55% and for females 82.06% followed by Jagatsinghpur district with a literary rate of 87.13% with a male literacy rate of 93.20% whereas female literacy rate is 80.80%. (2011 Census).

Figure 3: Number of Elementary School in Odisha (2009-10 to 2018-19)

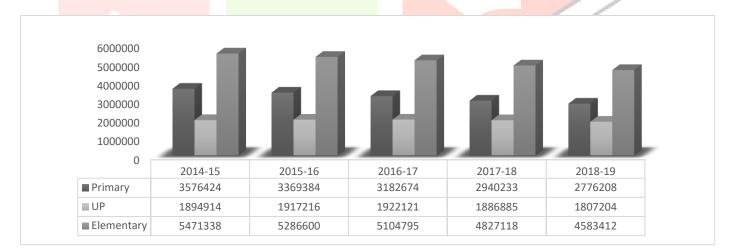|	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
■ Elementary Schools	64551	65712	66688	67324	67767	68539	69226	69287	67961	66765

Source: OSEPA

With changing time period, the implementation of elementary schools in the state has clearly depicted that till 2016-17 number of elementary schools increased but after that, it has a declining path. Comparing from 2009-10 (64551 elementary school) to 2018-19 (66765) shows a very negligible increase in the number of elementary schools in the last ten years.

Figure 4: Primary, UP and Elementary School Enrolment from 2014 to 2019.

Total Enrolment (Class I-VIII)

	2014-15	2015-16	2016-17	2017-18	2018-19
■ Primary	4223628	4111050	3972024	3771249	3584903
■ Upper Primary	2162855	2217034	2226001	2201621	2116593
■ Elementary	6386483	6328084	6198025	5972870	5701496

Source: Odisha School Education Programme Authority (OSEPA), Bhubaneswar

The prevailed situation of Primary, Upper Primary and Elementary total enrolment of Odisha in the last six years is declining continuously. As we can see from the figure above that in the year 2014-15 total enrolment of students in elementary school was 63.8 lakh comprising both primary and upper primary school enrolment. But the circumstances change a lot till 2018-19 and at present it is 57.0 lakh at the elementary level. That means the six-year elementary enrolment reduces to 10.72 percent. This atmosphere in the primary school of the state is also facing the same as the reduction of students is 15.12 percent as compared to 2014-15.
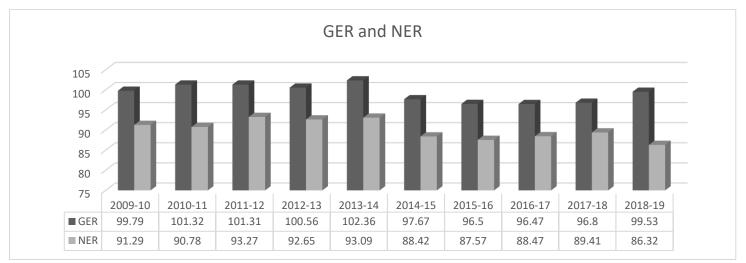
Figure 5: Govt & Aided School Enrolment from 2014 to 2019

	2014-15	2015-16	2016-17	2017-18	2018-19
■ Primary	3576424	3369384	3182674	2940233	2776208
■ UP	1894914	1917216	1922121	1886885	1807204
■ Elementary	5471338	5286600	5104795	4827118	4583412

Source: OSEPA

In case of government and aided schools the primary, upper primary and elementary school enrolment from 2014-15 to 2018-19 shows that growth rate of enrolment in upper primary school is constant overtime. Data provided by OSEPA (Odisha School Education Programme Authority) reveals that the elementary enrolment in government and aided schools from the year 2014-15 to 2018-19 has declined by 16.22 percent and at the primary level it declined by 22.37 percent.

From the Figures 4 and 5, it is clear that in Odisha the primary and elementary school enrolment of students is going to be worse in the future. In between the happening of covid-19 pandemic leading to the subsequent lockdown and closing of schools is just like "to add fuel to fire".
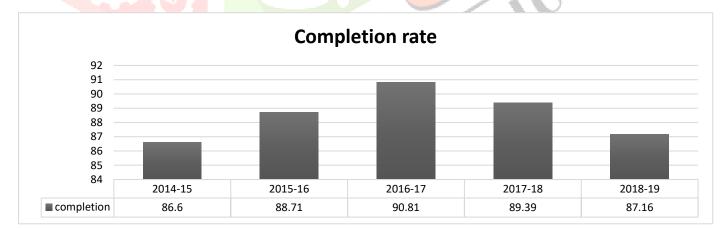
Figure 6: Gross Enrolment Ratio and Net Enrolment Ratio in Elementary School of Odisha

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
GER	99.79	101.32	101.31	100.56	102.36	97.67	96.5	96.47	96.8	99.53
NER	91.29	90.78	93.27	92.65	93.09	88.42	87.57	88.47	89.41	86.32

Source: OSEPA

Gross Enrolment Ratio (GER) is the total level of enrolment in any particular type of education without comprising in terms of age, sex, gender, category, which is indicated as a percentage of official school-age population in comparison to the same level of education. Net Enrolment Ratio (NER) is the enrolment in any particular type of education at the official primary school age group which is indicated as a percentage of corrensponding population.

Figure about the GER and NER confirms that in 2009-10, the gross enrolment rate was 99.79 percent whereas the net enrolment ratio was 91.29 percent. GER of the state has increased at the elementary level till 2013-14 (99.79 % to 102.36%) but after 2013-14 it has a declining shape. Similarly, in the case of NER, the enrolment level has the shape of both increased and decreasing conditions in the last ten years. Here it is the main concerning issue for the state government is that the net enrolment ratio is declining which means the actual school-age students are not attaining school in a particular manner.

Figure 7: Elementary School Completion rate (2014-2019)

	2014-15	2015-16	2016-17	2017-18	2018-19
completion	86.6	88.71	90.81	89.39	87.16

Source: OSEPA

The elementary school completion rate means the proportion of children successfully completing the last year of their study in elementary school. The formula to measure the completion rate is that,

Elementary Completion Rate = $\dfrac{\text{Students completing elementary school education (class I-VIII)}}{\text{Students enrolled at the beginning of entering elementary school}} \times 100$

The data collected from OSEPA (2014-15 to 2018-19) explains that at elementary school of education approximately 4.01 percent students from 2016-17 to 2018-19 are not completing their respective classes.

V. Trends on Elementary Drop-out of Students

Elementary drop-out means children from classes I to VIII stop going to school in the middle of relevant classes. The formula to measure the drop-out rate is;

$$D\text{-}R = \frac{NCE \text{ at Beginning of Class} - NC \text{ at Ending of Class}}{NCE \text{ at Beginning of Class}} \times 100$$

Here,

D- R = Drop-out Rate

NCE = Number of Children Enrolled

NC= Number of Children

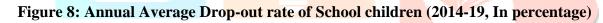**Table 3: Dropout Rates in Primary Schools in Odisha during 2000-01 to 2017-18 (In Percentage)**

Time Period	Scheduled Castes			Scheduled Tribes			All Category		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
2000-01	54.3	50.5	52.0	66.5	61.7	63.4	41.4	42.3	41.8
2001-02	52.0	50.0	51.0	65.0	61.0	63.0	40.0	42.0	41.0
2002-03	38.7	35.8	37.2	57.4	49.3	53.3	36.5	32.3	34.2
2003-04	36.6	34.6	35.5	56.6	48.2	52.1	35.4	31.9	33.6
2004-05	35.6	34.0	34.8	56.0	48.0	52.0	32.7	31.4	32.0
2005-06	3.48	3.14	3.31	4.97	4.30	4.62	3.34	3.04	3.19
2006-07	18.02	15.91	16.97	27.05	18.70	22.88	10.72	10.34	10.53
2007-08	13.16	11.93	12.54	19.75	14.03	16.89	7.83	7.76	7.79
2008-09	8.22	7.7	7.96	12.34	9.05	10.69	4.89	5.00	4.95
2009-10	4.36	4.06	4.21	6.66	6.27	6.46	3.1	2.57	2.83
2010-11	3.89	3.08	3.38	5.35	4.12	4.85	2.86	2.35	2.60
2011-12	2.68	2.15	2.41	2.80	3.51	3.10	0.62	0.25	0.43

2012-13	2.42	2.36	2.39	2.85	2.76	2.97	0.22	0.73	0.37
2013-14	2.38	2.41	2.39	2.77	2.68	2.71	2.05	2.08	1.97
2014-15	1.34	0.93	1.13	3.93	3.57	3.75	1.78	1.58	1.63
2015-16	2.77	3.66	3.30	7.26	6.88	7.07	2.92	2.87	2.82
2016-17	3.13	3.25	3.19	7.62	7.07	7.34	4.41	4.02	4.20
2017-18			3.75			9.35			5.81

Source: Odisha Primary Education Programme Authority

Increasing drop-out at any stage of education is not a healthy sign for any country. Basically, in a country like India where a mass population with scarce resources it is evident for the government to look around at the education performances of all states on a timely basis. Like that Odisha's primary education system has also changed over the last decade. The data provided by Odisha Primary Education and Program Authority (OPEPA) describes that the primary drop-out rate of children in the state is quite very high during 2000-01 with 41.8 % in the all category stage but as time passed it has a declining condition seen from the above table but from 2006-07 we can find that it has again started increasing. In case of the Scheduled Castes category, the drop-out rate is declining from 2001-02 but as compared to the year 2006-07 it has both ups and down in the drop-out rate. Apart from this if we see the Scheduled Tribe category data it is now also having in a critical situation with a 9.35% drop-out rate in the state.

Figure 8: Annual Average Drop-out rate of School children (2014-19, In percentage)

Annual Drop-out	2014-15	2015-16	2016-17	2017-18	2018-19
Primary	1.63	2.82	4.2	5.81	5.42
Upper Primary	4.21	3.87	5.15	5.45	6.93
Elementary	2.63	3.34	4.68	5.63	6.17

Source: OSEPA

The average drop-out of students in the state from 2014-15 to 2018-19 in all stages of schooling (Primary, Upper Primary, and Elementary) has increased. Elementary school data shows that the drop-out rate was 2.63 percent in 2014-15 but subsequently every year it has a trend of increasing rate and in the year 2018-19 data from OSEPA revealed that 6.17 percent of elementary drop-out in the state. Similarly, in both primary and upper primary stages of schooling, the situation of school drop-out has increased. Therefore, it is a major concern for the state government to look forward to elementary education in the state.

Table 4: Drop-out rates in Elementary school (District-wise from 2009-19)

District → . Year ↓	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Angul	5.46	5.06	4.70	2.36	0.13	2.81	2.40	3.71	7.15	5.79
Bolangir	3.53	3.38	1.52	0.99	1.72	2.55	2.50	3.67	2.53	7.88
Balasore	6.76	6.72	3.33	5.72	3.52	3.63	0.00	8.06	6.55	5.28
Boudh	10.22	10.08	1.65	0.36	4.54	2.58	2.62	2.32	2.12	2.42
Bargarh	8.73	7.51	0.66	0.36	3.10	2.97	3.86	2.79	2.73	4.10
Bhadrak	7.22	7.01	4.58	2.82	3.37	2.42	3.60	3.38	5.42	1.24
Cuttack	12.06	11.86	0.18	0.93	1.13	0.00	0.00	2.76	4.63	7.56
Deogarh	6.65	5.05	4.35	3.44	2.24	6.84	3.70	3.44	3.74	1.69
Dhenkanal	5.57	5.50	5.61	2.52	1.33	1.80	1.67	2.77	2.37	1.87
Gajapati	5.19	4.41	4.36	3.78	0.40	9.26	6.95	8.45	9.38	5.05
Ganjam	7.20	7.14	3.45	4.58	4.56	0.00	4.41	3.50	5.51	5.09
Jagatsinghpur	3.84	3.69	6.72	4.51	0.76	0.39	0.57	1.83	4.15	0.82
Jajpur	4.10	3.90	4.80	2.38	2.69	1.45	1.47	3.45	6.66	1.44
Jharsuguda	3.94	3.87	3.65	3.03	1.31	3.32	2.72	2.31	3.99	3.01
Kalahandi	5.89	4.58	3.76	3.17	4.32	4.42	5.62	5.20	7.57	9.91
Kandhamal	6.56	5.72	4.21	3.68	5.02	6.06	6.77	7.00	10.09	6.83
Kendrapara	4.47	4.40	5.78	3.09	1.49	0.00	1.75	2.68	3.88	9.95
Keonjhar	3.85	1.88	3.80	2.61	2.51	4.77	3.31	6.03	6.34	7.85
Khordha	7.36	7.24	0.36	4.22	0.09	1.25	1.28	2.44	2.68	7.85
Koraput	11.12	9.01	9.98	10.08	5.32	5.47	12.07	9.63	8.28	7.37
Malkangiri	10.97	8.87	9.77	12.46	6.13	9.07	11.17	10.04	12.79	10.49
Mayurbhanj	6.26	5.50	2.26	1.64	1.13	2.20	3.69	5.19	5.39	4.25
Nabarangpur	7.98	7.30	3.43	2.89	4.22	4.53	9.35	8.10	9.77	7.15
Nayagarh	1.89	1.77	3.25	2.24	2.79	1.02	1.82	2.98	3.29	2.05
Sambalpur	5.69	4.85	1.91	1.60	0.86	2.18	3.14	2.37	4.11	7.30

Sonepur	4.50	4.29	0.97	1.40	0.90	0.00	2.88	1.33	1.24	4.40
Sundargarh	3.04	2.15	0.31	0.67	0.86	0.00	2.41	5.56	4.18	6.19
Nuapada	4.43	2.95	2.64	2.18	5.85	9.09	3.44	2.63	4.55	1.97
Puri	4.28	4.20	0.33	2.56	0.76	0.00	1.26	3.18	5.44	3.59
Rayagada	7.75	5.00	2.21	1.58	5.09	7.81	9.94	9.84	11.14	14.38

Source: OSEPA

The above table describes district-wise elementary school drop-out data from 2009-10 to 2018-19 which explores that the drop-out in many districts has declined during this period. In 2009-10 districts like Cuttack (12.06), Koraput (11.12), Malkangiri (10.97), Boudh (10.22), Bargarh (8.73), Rayagada (7.76), Khordha (7.36) are among the most elementary school drop-out districts. But if we consider the present scenario of elementary school drop-out in Odisha highest percentage of out-of-school children in Rayagada (14.38), Malkangiri (10.49), Kendrapara (9.95), Kalahandi (9.91), Bolangir (7.88), Khordha and Keonjhar (7.85). At present in front of well-developed elementary school enrolment, Jagatsinghpur district is with just 0.82 percent of school drop-out.

The worst-performing districts in terms of elementary drop-out in the last ten years has increased after such flagship educational programme implemented by the government also are Angul, Bolangir, Kalahandi, Kandhamal, Kendrapara, Keonjhar, Khordha, Sambalpur, Sundargarh, Rayagada. The table showing that the data from 2009-10 to 2014-15 many districts have improved a lot even some districts reached 0 percent drop-out at the elementary level but after 2014-15 again the trend raises till 2018-19.

VI. Major Findings of the Study

The education system in Odisha has experienced a rapid transformation in the last two decades, but even after more than seven decades of independence still districts like Kandhamal, Nabarangpur, Bolangir, Koraput, Rayagada, Malkangiri, Sundargarh, Mayurbhanj, Kalahandi, Kendrapara are lacking behind a far away from the achievement of proper education. The overall literacy rate of Odisha as per the 2011 census is 72.87 % which is just below the nation's literacy rate of 74.04%. The effective literacy rate in the State works out to 72.99% (Rural 70.2%; Urban 85.7%). A significant rise of 9.8% has been seen in the effective literacy rate of the state comprising rural and urban areas. It seems that a 10.4% increase in rural areas and a 4.9 % increase in urban during the last decadal period. This comparison reveals that the increase in literacy rate in rural areas is more than in urban areas. That means literacy changes took place but SC's and ST's literacy still has to improve.

Another important outcome achieve from the data is that there is a notable extent in terms of the primary schools' appearance in Odisha. In the year 1947-48, there was 6814 primary schools in Odisha which have increased to 34923 number by the year 2018-19 with an impressive progress at elementary level. Besides this, the number of teachers in primary schools in 2018-19 is 129841 as compared to 16520 in 1947-48. The study reveals that, Odisha is one among the major exploring states to appliance the Right of Children for free and compulsory school education achievement.

Gross Enrolment Ratio (GER) & Net Enrolment Ratio (NER) are considered as the two major terms for measurement of enrolment number of students in various institutions. In the year 1947-48 GER in primary level was just 14% and by 2018-19, this ratio has increased to 97.5%. Similarly, GER in upper primary level in 1947-48 was only 3.3% that is remarkably raised to 103.41% in 2018-19. Despite GER, Net Enrolment Ratio (NER) in primary school was 78.58 % in 2005-06 to 91.92% in 2017-18. For upper primary school NER has raised from 71.84 % in 2005-06 to 84.65 % in 2017-18.

Elementary education and Drop-out data reveal that from 2009-10 to 2018-19 many districts are improved because of scheme like Sarva Shiksha Abhiyan (SSA) 2001-02, District Primary Education Programme (DPEP) 1994, Mid-Day Meal Scheme of 1995, Universalization of Elementary Education (UEE) etc. Despite the effective implementation of these schemes in Odisha still districts like Rayagada, Malkangiri, Kalahandi, Kandhamal, Koraput, Bolangir, Kendrapara, Keonjhar, Cuttack are under the position of high drop-out at elementary school education.

Table 5: District-Wise Elementary Drop-out Performance from 2009-19

Worst Performing Districts	Best Performing Districts
Angul, Bolangir, Cuttack, Kalahandi Kandhamal, Kendrapada, Keonjhar Khordha, Sambalpur, Sundargarh Rayagada	Balasore,Bargarh,Boudh,Bhadrak, Gajapati,Ganjam,Deogarh,Dhenkanal,Nayagarh,Jajpur, Jagatsinghpur, Nuapada, Jharsuguda, Puri

Source: Author's Calculation

Some notable conclusion from the study suggests that;

- There is an observable increment in the enrolment rate at the elementary level but from 2014-15 it again starts declining
- There is divergence in state-wise upliftment in the case of literacy rate
- Boys and girl's enrolment gap declined during this period
- Drop-out rates have declined significantly for the state as well as for different categories but region wise this has not declined at all means there is still educational diversity among them
- Most of the non-enrolled and drop-out children are belongs to the socio-economically weaker section.

VII. Conclusion and Policy Recommendations

The study comprises 30 districts came to the ultimate results that from the period of independence there is a rapid transformation seen in case of literacy, elementary enrolment, teacher's appointment, and elementary drop-out but in the last five years the major concern like elementary enrolment of children, school drop-out, completion rate, repetition rate has changes. Therefore, through observing and analyzing the above-implied data sources and policy suggestions by the government it is needless to say that, the status of the prevailing factual condition of the elementary education system which includes both primary and upper primary school level in Odisha is not very impactful as well a satisfactory at all. There are a lot of hindrances coming in front of the children and devil-like problems catch them easier to stay out of the temple like school and god-like teachers. The main reason behind this reduction in elementary enrolment and persistent rising school drop-out is the socio-economic inequalities among different regions of the state which resulting some regions growing more by the opportunity cost of other regions. Major problems like persistent poverty of parents, financial crisis, a long distance from school, lack of interest among students for study, parents' burden to work with them, taking care of a small child, teacher's behavior, school infrastructural facilities, grade repetition at same class, poor health, etc are the prominent issues in the way of achieving universalization of elementary education in Odisha.

Hence, at last here the supreme authority of the state as well as the central government to take a serious look behind the Odisha's education system and make an effective and impactful intervention towards the future reasonable path of the human development in Odisha as well as in human Society.

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