

DROPOUT IN PRIMARY EDUCATION: A CASE STUDY OF ODISHA

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ABSTRACT

Dropout in primary education is not a new issue. Although many Government policy and plan has been implemented to universalise Primary education for the children between the age group 6-14, the situation become gloomy in many states of India. Achieving universal primary education is becoming critical if rates of dropout are increase. In many countries children attend to primary school in greater numbers at the beginning but their number decline in the completion of primary school. Many children have dropped out without the completion of primary schooling. Studies have shown that inequality of opportunities of children in primary education in the form of caste, class and gender. This article throws light on the problem of Dropout in primary education of Odisha. Though Odisha is not under developed in primary education but progress in this section is still waiting. The real problem lies behind the silver lining. There are many region in KBK districts of Odisha lack primary education. This research paper is based on secondary data sources of DISE.

Keywords: Dropout, Education, Primary School

Introduction

India has been taking a lot of initiatives to universalize elementary education. In 1976 the 42nd constitutional amendment has brought education in the concurrent list, i.e. education is shared by the state and the centre. Article 45 of the Constitution declared that “the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until the age of fourteen” (Kumar and Rustagi 2010:1 cited by Mohanty, 2017). In 2002, Government of India declared education as the fundamental right through the 86th constitutional amendment. To universalise elementary education, government has implemented many plans, policies and programmes: such as the Five year plans, 1968 National Policy on Education (NPE), and then revised 1992 National Policy on Education (GOI 2013 cited by Mohanty, 2017).

The revised National Policy on Education, 1992 is a landmarks in education. It emphasis on universalizing elementary education by providing universal access and universal retention of children up to 14 years of age and a substantial improvement in the quality of education (NPE, 1992). Despite some improvement in elementary education level, Dropout have been persisting in elementary education. Disparities among regions, castes, classes and gender are the major causes of dropout. In this context Illich noted that a good educational institution has three purposes, access of education to those who want to learn; empowers all who want to share what they know; present their issues to the public with the opportunity to make their challenge known (Illich, 1984). So Illich emphasises on equal access of opportunity to all the student irrespective of caste, class and gender.

Background of the study

This study is taking Odisha as the case study to know the status of elementary education. As it is evident that education is considered as the prime ingredient of social development. According to 2011 census the population of Odisha comprises of 41947358 in compare to the population of India that is 1210193422. Literacy rate is one of the indicators to determine the progress of the country. According to 2011 census, the highest literate state is Kerala (with 93.91 Percent literacy) and the lowest literacy rate is noticed in Bihar (63.82 Percent). Although Odisha has not come under the lowest literate state, the literacy rate in Odisha is 73.45 Percent which is marginally behind the literacy rate of India that is 74.04% and the male literacy rate is 82.40 Percent and the female literacy is 64.36 Percent. The male literacy rate of Odisha is more than the national literacy average of male (80%) (GOI 2011).

Regarding the scenario of dropout in Odisha it has been seen inequality in the dropout rate of Odisha. In both primary and upper primary level there has been seen a greater difference in the dropout. The human development report of Orissa (2004) has stated that in Orissa the dropout rate is 42% at primary and 57% are in upper primary level. But if we see the gender aspect of Odisha the report has evident that the girl dropout is a little bit higher in case of upper primary. The report has also seen that from the period of 1973

to 2001, the dropout rate has been lower in primary that is 75.3% for boys and 81% for girls in 1973 to 42.3% and 41.4% in 2000-01. Likewise at the upper primary there is high rate of dropout. It has been declined from 84.2% and 90.2% for boys and girls in 1973 to 70.9% and 77.1% in 2000-01. National Family Health Survey-2 has also found that dropout rate is high among girls because girl has taken double burden. They have to do household work more than the boys (Human Development Report of Orissa 2004). This study in particular has taken the overall dropout rate of Odisha.

Objectives and Research Methodology

This study is based on the two objectives. First to analyse the district wise trend of dropout in Odisha and to know which region has a high dropout rate.

For calculating dropout rate, DISE data has been used in this study and the method used in the Arun C. Mehta article On ‘Drop-out rate at primary level: A note based on DISE 2003-04 & 2004-05 Data’. For calculating the dropout rate, two cohort periods have been taken. In this study the following methods has been used to find out dropout rate.

1. Grade to grade transition rate or flow rates.
2. Average promotion, repetition and dropout rate.

Mehta noted that Grade to grade transition rate or flow rate has taken three compile analyses for study such as promotion rate, repetition rate and dropout rate. This flow rates helps to know at which grade dropout and repeaters are high and also in whom the number of dropout is high, boys or girls. So with the help of repeaters and enrolment, the number of promoters, repeaters and dropout has been obtained. Promoter refers to the number of children promoted from one class to next class. Repeater indicates the number of children repeated in the same class in the next year and dropout refers to the number of children leave school without completing the cycle of primary level. If the repeater is not taken, promotion rate is considered as the grade ratio, then it becomes a crude indicator. To calculate flow rate the following set of data has been used at the primary level.

Grade specific enrolment of grade I to VI of two consecutive years and Grade specific repeaters for grade I to VI of the latest year.

By using grade to grade enrolment of two years of data and repeaters of the current Year, repetition rate, promotion rate and dropout rate has found.

$$\text{Promotion rate} = \frac{\text{Number of student promoted to } g+1 \text{ in the year } t+1}{\text{Total number of student in grade } g \text{ in year } t} \times 100$$

$$\text{Repetition rate} = \frac{\text{Numbers of repeaters in grade } g \text{ in year } t+1}{E_t^g} \times 100$$

Here E_t^g refers to total number of students enrolled in grade g in year t .

$$\text{Dropout rate} = \frac{\text{Number of student droppingout from grade } g \text{ in year } t}{E_t^g} \times 100$$

This formula has taken from Arun C. Mehta’s computation of dropout rate at primary level. He has used DISE data between the period of 2003-04 and 2004-05 for study. So the promotion in a grade is obtained by subtracting repeaters from the enrolment in subsequent grade of the following year. And the number of dropout is obtained from subtracting repeaters and promotes from enrolment of a particular grade. Taking enrolment and repeaters in Grade I, II, III, IV,V and VI in a year is denoted as $E_1E_2E_3E_4E_5E_6$ and $R_1R_2R_3R_4R_5R_6$ respectively. The following Table-1 shows the details-

Table-1-Arun C. Mehta article on Drop-out rate at primary level: A note based on DISE Data2003-04 & 2004-05

Calculation of Average Flow Rates						
Parameter	GRADES					
	E_I	E_{II}	E_{III}	E_{IV}	E_V	E_{VI}
Enrolment in first year ‘t’, say 2003	E_I	E_{II}	E_{III}	E_{IV}	E_V	E_{VI}
Enrolment in second year ‘t+1’ say 2004	E_I	E_{II}	E_{III}	E_{IV}	E_V	E_{VI}
Number of Repeaters in year ‘t+1’, say 2004	R_I	R_{II}	R_{III}	R_{IV}	R_V	R_{VI}
Number of students Promoted, in year ‘t’, 2003	P_I	P_{II}	P_{III}	P_{IV}	P_V	P_{VI}
Number of Drop-out children in year ‘t’, 2004	D_I	D_{II}	D_{III}	D_{IV}	D_V	D_{VI}

The average of all three (promotion, repetition and dropout) rate is calculated by this formula.

Average repetition rate

$$\frac{R_I + R_{II} + R_{III} + R_{IV} + R_V \text{ in year } t + 1}{E_I + E_{II} + E_{III} + E_{IV} + E_V \text{ in year } t + 1} \times 100$$

Average promotion rate

$$\frac{P_I + P_{II} + P_{III} + P_{IV} + P_V \text{ in year } t + 1}{E_I + E_{II} + E_{III} + E_{IV} + E_V \text{ in year } t + 1} \times 100$$

Average dropout rate= {100- [(i) + (ii)]}

Findings

Table-2 Dropout rate at primary level in three period of time

Dropout rate at primary level in Three period of time						
District	2003-04	2010-11	Change	2010-11	2014-15	Change
Angul	NA	7.2		7.2	1.6	-5.6
Bolangir	6	3.9	-1.7	3.9	1.48	-2.5
Balasore	10	4.2	-5.4	4.2	NA	NA
Boudh	9	4.4	-4.5	4.4	2.63	-1.8
Bargarh	8	NA		NA	3.15	NA
Bhadrak	5	6.7	1.4	6.7	3.96	-2.7
Cuttack	4	NA		NA	NA	NA
Deoagarh	14	5.4	-8.3	5.4	4.56	-0.8
Dhenkanal	9	6.7	-2.0	6.7	1.64	-5.0
Gajapati	9	8.7	-0.2	8.7	6.94	-1.7
Ganjam	6	4.1	-1.5	4.1	3.09	-1.0
Jagatsinghpur	2	8.0	6.3	8.0	0.9	-7.1
Jajpur	NA	7.1		7.1	1.48	-5.6
Jharsuguda	1	4.6	3.6	4.6	2.4	-2.2
Kalahandi	20	2.0	-17.6	2.0	4.82	2.9
Kandhamal	16	8.3	-7.4	8.3	6.06	-2.2
Kendrapara	8	5.8	-2.3	5.8	1.21	-4.6
Keonjhar	14	11.6	-2.2	11.6	4.69	-6.9
Khordha	0	NA		NA	NA	NA
Koraput	13	12.6	-0.2	12.6	10.04	-2.6
Malkangiri	16	8.0	-8.0	8.0	9.21	1.2
Mayurbhanj	20	6.5	-13.1	6.5	4.14	-2.4
Nabarangpur	19	8.6	-9.9	8.6	5.53	-3.0
Nayagarh	10	6.2	-3.5	6.2	0.69	-5.5
Sambalpur	28	6.4	-21.9	6.4	1.87	-4.6
Sonepur	1	2.3	1.8	2.3	2.21	-0.1
Sundergarh	4	NA		NA	3.86	NA
Nuapada	14	4.4	-9.4	4.4	1.81	-2.6
Puri	3	4.2	0.8	4.2	NA	NA
Rayagada	10	7.9	-2.4	7.9	10.14	2.2

Source: Calculated from DISE data

Note: 2003-04 and 2010-11 is calculated from district Report Card, DISE data. And the period 2014-15 istaken from the District report card 2014-15, DISE.

Table 2 shows the pattern of dropout in the interval of the years like 2003-04, 2010-11 and 2014-15 and the changes occurred in the dropout rate in the districts of Odisha. In the period 2003-04 the dropout rate of Kalahandi (20%), Sambalpur (28%), Mayurbhanj (20%), Nabarangpur (19%), Malkangiri (16%) and Kandhamal (16%) district was high. Whereas districts like Sonepur, Jharsuguda and Puri have seen a decline in dropout rates. It is 1 percent, 1 percent and 3 percent respectively in these districts. Both of the districts are lower than Orissa average which is 38.19Percent. But the data shows that the average of Odisha is higher than the average of India in 2003-04. In 2010-11 some other states have increased in dropout rate such as Gajapati (8.7%), Jagatsinghpur (8%), Koraput (12.6%), Keonjhar (11.6%), and Kandhamal (8.3%). Their average is higher than the average of Odisha (7.0%) and also India (27%). The same time a lower rate of dropout has been seen in the districts of Bolangir (3.9%), Balasore (4.2%), Boudh (4.4%), Ganjam (4.1%), Kalahandi (2.0%), and Sonepur (2.3%) which is less than 5% in each case. In the analysis of two periods of time it has been seen that the dropout rate of the district of Jagatsinghpur and Jharsududa has increased by 6.3 Percent and 3.6percent. Although Jagatsinghpur is not high in dropout rate in their respective year but changes have been seen over the two periods of time. Jharsuguda in 2003-04 is one with the lowest dropout rate. It was only 1percent but it has increase to 3.6percent in 2010-11 and also Bhadrak, Sonepur and Puri has increased in dropout rate but in a very small proportion. The table also shows that the dropout rate of Odisha has declined from 38.19percent in 2003 to 7Percent in 2010 which is lower than national average in 2010. In the year 2014-15 there is huge decline in the dropout rates in all the districts of Odisha. This shows that in Odisha there is wide awareness in controlling the dropout rate at primary level.

This district wise study is important. Because it shows that there are variations within a state, and certain districts are in a better position than others. In future this would allow for research to be focused on specific districts to evaluate what are the issues that are specific to them.

Figure-1 Region wise dropout rate at primary Level, 2010-11

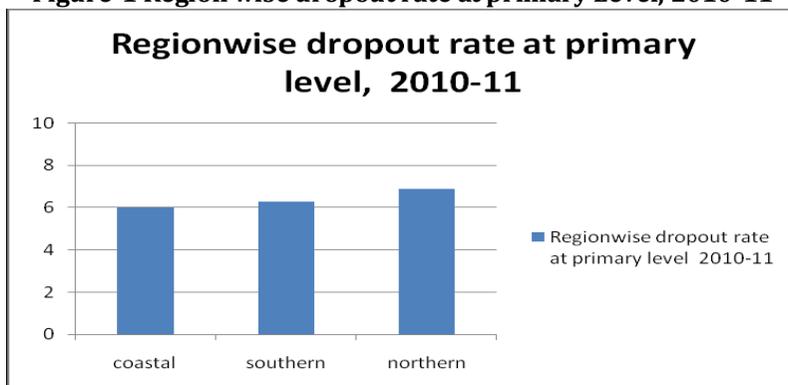
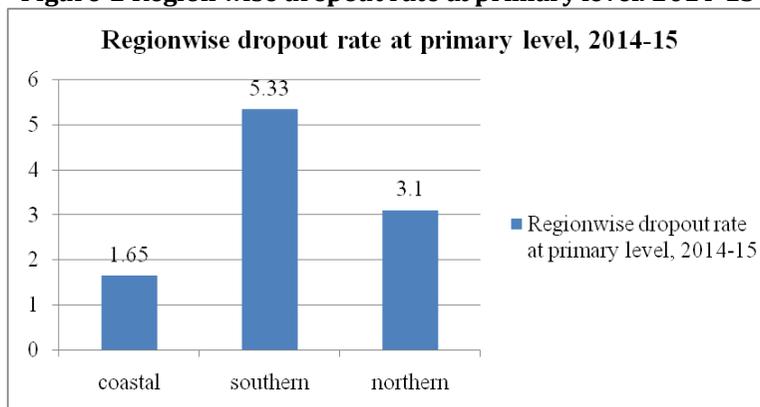


Figure-2 Region wise dropout rate at primary level. 2014-15



In figure-1 northern, southern and coastal regions has high percentage of dropouts. But gradually it has decreased and it is shown in Figure-2. As we know the coastal region are more developed in comparison to southern and northern region in infrastructure facilities. The figure shows region wise pattern of dropout in 2014-15. Although no wide difference has been seen among the three regions of Odisha in dropout rate, but

some differences have been seen. A high dropout has been found from southern region which is 5.33Percent;northern region has 3.1 Percent of dropouts where as in coastal region the dropout rate is very low i.e. 1.65 Percent. From this study it may be assumed that backward region has high dropout rate. Regarding this a study conducted by Sen et al.(2008) foundthat there is a wide gap in Net Enrolment Ratio (NER) between primary and upper primary levels. It infers that children enrolled in primary school are not completing this level of education. Among the three regions, coastal districts are preferably less dropout in compared to northern and southern regions. Sen et al study also noted that the largest gap is in southern region.

Vaidyanathan and Nair (2001) conducted a study and revealed that the region which is educationally backward has greater social and gender inequality. Still in many states region matters with regard to the dropout of child, as certain facilities and structures may be region specific.

The northern and southern regions of Odisha are hilly areas where the distance of school may be one of the factors with regard to increased dropout. On this perspective Colclough et.al (2000) has also viewed that distance is one of the factors of dropout (Sabates et al. 2010). Similarly Chadzuka (2008) has viewed that children are not interested to walk many kilometres from their home. It may be a burden for them, instead of walking to the distant school, they stop going to school. Okumu et al (2008) has reported the distance of school influences the dropout of the pupil, the more the distance, the higher dropout rate at primary level. It happens more in rural areas than in urban areas.

Tilak (1996) has studied that a regional disparity exists in the country. In providing education facilities urban schools are advanced in comparison to rural schools. Free primary education is provided more in urban areas than rural areas. The urban student receives tuition fee and scholarships for the study and also transportation facilities. The transportation facilities are provided to the scheduled tribes living in urban areas (Tilak, 1996). But most of the children living in rural areas face the problem of distance to the school. It is one of the reasons contributing to the dropout of the girl child in rural areas. Study also shows that although the level of household expenditure on tuition and examination fee is approximately same in both Rural and urban areas but there is some discrimination in other facilities (Tilak, 1996). According the table 3 in the year 2010-11, it has been see that Koraput is the highest in the dropout rate while Sonpur is the lowest one in the dropout of children in Odisha. It needs to be studied dropout over a period of time. These two districts are analysed here.

Table-3 Trend of Dropout in Koraput and Sonpur District

Trend of dropout at primary level in three period of times				
District	2003-04	2007-08	2010-11	2014-15
Koraput	13	10	12.6	10.04
Sonpur	1	0.4	2.3	2.21
Odisha	NA	3.49	5.37	2.86
India	31.5	8.02	6.50	4.13

Source: Calculated from DISE data, Odisha and India data taken from Flash statistics, DISE data

The Table 3 shows the trend of dropout in Koraput and Sonpurdistrict in three periods of time. It shows Koraput is higher in dropout rate and Sonpur is lower in dropout rate. In the period 2003-04 the dropout rate of Koraput is 13per cent and Sonpur is 1percent. In 2007-08 the dropout rate of Koraput has decreased to 10per cent where asSonpur decrease to 0.4per cent. In 2010-11 the dropout rate of Koraput again increased to approximately 13per cent and also Sonpur has increased to 2.3per cent. In 2007-08 the dropout of Koraput is lower than the average of Odisha(23.19%) as well as India(25.09%). And in 2010 the dropout rate of Koraput(12.6%) is more than the average rate of Odisha(7%). It concluded that when the average rate of dropout rate of Odisha has decreased to 7per cent, the dropout rate of Koraput district has increased to 12.6per cent. One of the interesting finding is both Koraput and Sonpur belongs to the southern region, but the dropout rate is high in Koraput and very low in Sonpur. In 2014-15 the dropout rates at primary level of Koraput have declined to 10.04 and at Sonpur there is decline rate but is almost negligible. But overall dropout rates at primary level of Odisha and India has achieved positive point. Earlier in 2003-04, 2007-08, 2010-11 the primary level dropout rate in Odisha has declined to 2.86. In the year 2003-04, India had 31.5% dropout rate but in the year 2014-15 the dropout rate has declined to 4.13 which gives a positive outcome at primary level education system.

CONCLUSION

Looking at the level of educational status in Odisha it can be said that there is lot left to be achieved yet. Regarding intra state dropout in three periods of time (2003-04, 2010-11 and 2014-15), it has been found that the overall dropout rate of Odisha has been declined. Taking the three region of Odisha such as Southern region, Northern Region and Coastal Region, the dropout rate has lowered in coastal region and highest in Northern region. The reason may be the backwardness of northern region, distance of school due to hilly areas and so on. In the trends of dropout in the two districts of Odisha such as Koraput and Sonpur it has been seen that although both the district belong to the same region that is southern region, Koraput has highest dropout rate in compare to Sonpur. This problem needs to be addressed.

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