

CHAPTER III

The Government's and Education in Odisha (2000-2010)

Introduction

Education plays a very crucial role for the development of a country as well as of a state. It is an instrument of socio-economic development of a country or a state. Through literacy and education, one can acquire better skills, bring new technologies and grasp new opportunities. It is a means for the reduction of socio-economic inequalities among all people in the society. It creates awareness, Confidence and built the personality of a person. Education brings awareness among the people about their rights especially among the women and it provides opportunities to the people to live with dignity and freedom. Through education women can empower themselves in all fields. So it cannot be denied that education is an important tool for the holistic development of a society, a country or a state.

Literacy Scenario in the State: Let us see the education scenario in Odisha. It has been recognized that education is an instrument of human development. State has to provide free and compulsory education to the children up to the age of 14 as enunciated under the constitution of India. The economic Survey 2003-04 of the Government of Orissa shows that during 1951 the literacy rate in Odisha was 15.8%, whereas the all India average was 18.3%. But it increased to 63.6% in 2001 while the all India average was 65.4%. The percentage of male literacy was 63.1% during 1991 which increased to 75.9 in 2001. During 1991 the female literacy rate was 34.68% which increased to 50.97% in 2001 (GOO, Human Development Report 2004, p.102). As per the Economic Survey 2012-13 the literacy rate of Odisha stood at 73.45 percent in 2011 where male literacy was 82.40 percent and female literacy increased to 64.36 percent (GOO, Economic Survey, 2012-13, p.275). So, it is seen that the disparity between male and female literacy has been reduced. But still there is a wide gender disparity in the rural areas than the urban areas. It is also found that in the rural and urban areas the disparity in literacy rate is more prominent amongst females than the males. It is well known to all that if we want to make a developed society, a society needs a higher

percentage of literates. Through education and literacy, one can improve their skills and it also helps in the growth of production.

Table: 3.1

Growth of Literacy in Odisha vis-à-vis India.

Year	Odisha (Literacy in %)				India (Literacy in %)			
	Male	Female	All	Growth	Male	Female	All	Growth
1	2	3	4	5	6	7	8	9
1951	27.32	4.52	15.80	--	27.16	8.86	18.33	--
1961	34.68	8.65	21.66	5.86	40.40	15.35	28.30	9.33
1971	38.29	13.92	26.18	14.52	45.96	21.97	34.45	6.15
1981	46.39	20.60	33.62	4.79	56.38	29.76	43.57	9.12
1991	63.09	34.68	49.09	8.12	64.13	39.29	52.21	8.64
2001	75.35	50.51	63.08	13.99	75.85	54.16	64.80	13.20
2011	82.40	64.36	73.45	10.37	82.14	65.46	74.04	9.24

Source: GOO, Economic Survey 2012-13, p. 319

One of the important features which we note in literacy in Odisha is that there is an improvement in the male and female literacy rates and the growth rates in female literacy is higher than the males in recent decades (GOO, Economic Survey, 2009-10, p.259). Though the percentage of gender gap in literacy levels has been reduced still it is found that there is a wide gap across social groups and districts in terms of literacy levels. As per 2001 census the percentage of literacy rates among SC and ST communities is 55.53% and 37.37% (GOO, Economic Survey, 2009-10, p.260). So it is clear that the literacy level among SC communities is much better than the STs. The state government has taken different initiatives for the improvement in literacy status among the SC & ST children through various steps such as provision of scholarship, boarding facilities, free distribution of nationalized text books, co-educational schools in Tribal sub-plan areas etc.

Let us come to the districts in terms of literacy. In the Khurda district the literacy rate is the highest, it is 80.19% while it is lowest in Malkangiri district, it is 31.26%. In the Jagatsinghpur district the male literacy rate is high (88.96%) and the female literacy rate is the highest in Khurda district (71.06%). But in the backward southern region of the State, the Male and female literacy rates are low. We also find that there is a significant gap between rural and urban Odisha in the literacy rates at 60.44 and 80.95%. In the rural and urban areas the gender disparity in terms of literacy is also high. The disparity between female and male literacy is also high in the rural and urban areas. Though between, 1991 to 2001 the gender disparity has decreased but it is still high (GOO, Human Development Report, 2004, Orissa).

The primary and upper primary education had been gradually expanded in the rural as well as urban areas. The objective of the State is to provide Primary schools within one Kilometer and upper primary schools within three kilometers, having a population of more than 300 and 500. In 1947-48, the number of primary schools was 6,814. During 2000-01 the number of primary schools had increased to 42,104. From the official data it is found that in 2008-09, the number increased to 50,062. During 1947-48 the numbers of teachers in the schools were 16,525 whereas in the period 2000-01 to 2008-09, 10643 new teachers were added (GOO, Economic Survey, 2009-10, p.260).

Table: 3.2

Number of Primary Schools, Enrolment, Teachers & Gross/ Net Enrolment Ratio:

Year	Number of Primary Schools	Number of Teachers	Primary School /100 sq. km.	Teacher Pupil Ratio	Enrolment ('ooo)	Gross Enrolment Ratio (%) (6 to 11 years)	Net Enrolment Ratio (%) (6 to 11 years)
1	2	3	4	5	6	7	8
1950-51	9,801	16,525	6.3	1:20	315	NA	NA
2000-01	42,104,	114,791	27.0	1:41	4,710	NA	NA
2001-02	42,824	116,231	27.5	1:41	4,769	98.27	87.25
2002-03	42,824	83,652	27.5	1:56	4,608	101.78	90.98
2003-04	44,416	97,175,	28.5	1:54	5,214	103.48	91.51
2004-05	45,700	99,079	29.3	1:53	5,215	104.26	93.13
2005-06	45,890,	115,351	29.5	1:40	4,602	83.59	78.58
2006-07	46,722	114,105	30.01	1:39	4,485	93.49	92.02
2007-08	48,402	123,765	31.1	1:37	4,513	96.66	84.23
2008-09	50,062	125,434	32.1	1:37	4,587	97.49	92.72
2009-10	52,972	137,833	34.0	1:33	4,493	98.04	92.88
2010-11	54,144	136,407	34.8	1:32	4,489	99.60	91.83
2011-12	55,106	133,262	35.4	1:30	4,433	99.69	93.27

Source: GOO, Economic Survey 2012-13, p. 319

The number of students in the primary education system has increased through enrolment. During 2003-04, in the primary schools, there were 4.9 million children enrolled. Out of which one million were in upper primary schools and 1.3 million in Secondary schools. But during the 1980s to 1990s, the student's enrolment in schools was lesser than the recent periods. From a survey it was found that there are several reasons behind the poor enrolment and these are poor financial background, illiteracy among parents, lack of interest among children in studies, the burden of domestic work and the need to take care of siblings (Misra&Behra 2000 &GOO, Orissa Human Development Report 2004, p.106).

The Orissa Human Development Report 2004 shows that there is a gender disparity in terms of enrolment in schools. Even though it was found that since 1950-51 and 2000-01 there was an increase of girls in enrolment in comparison to boys. But still girls are lagging behind than the boys in terms of enrolment ratios (GOO, Orissa Human Development Report, 2004, p.107). It is also found that gender disparity still

exists in gross enrolment ratios both in primary and upper primary education. The percentage of SC and ST in the gross enrolment ratio in upper primary education is 55.6% and 41.1% during 1999-2000, so it is seen that the enrolment ratio among the SCs is better than the STs. This is caused due to the fact that most of the SCs live in the coastal districts where educational facilities are much better than in Hilly and Forest areas where STs reside. Here we also find the parity index for both SC and ST population (GOO, Human Development Report, 2004, p.108).

During 2001 under the BJD regime various strategies and guidelines have been adopted to decrease gender disparity through the District Primary Education Project (DPEP) which started in 1996-97 and the SarvaSiksha Abhiyan (SSA) started in all the districts in the state during 2003-04. These are – (i) Supply of free text books for girls; (ii) Provision of separate toilets for girls; (iii) Introduction of Village Education Committee (VEC) and Parent-Teacher Association (PTA) in Schools; (iv) Provision of funds for the construction of 40 seated girls hostel in 396 Kanyashrams in the KBK districts; (v) Opening of 21,875 model cluster schools for girls education under SarvaSiksha Abhiyan (SSA) and (vi) Opening up the residential girls school under Kasturba Gandhi Vidyalaya etc. The District Primary Education Programme (DPEP) was initiated in Odisha in the year 1996-97. It is a centrally sponsored Plan scheme with 85:15 cost sharing basis between the State Government and the Central Government. Its objective is to acquire universalization of primary education along with it, it also has other objectives. They are –

- i) Arrangement of Primary Education for all children;
- ii) Minimization of dropout rate to less than 10%;
- iii) The Gap among gender and disadvantaged social groups are being decreased to less than 5%;

These programme were organized in many districts of Odisha like Bolangir, Dhenkanal, Gajapati, Kalahandi, Rayagada, Baragarh, Keonjhar, Sambalpur, Koraput, Malkangiri, Nayaraugpur, Sonapur, Boudh, Mayurbhanj, Nuapada and Kandhamal etc. In these districts 1,564 new primary schools were set up (GOO, Economic Survey, 2003-04, p.14/4). The District Primary Education Project shows that there are so

many out of school children during 1999-2000. It was almost 21 (twenty-one) lakh which was 26.89 percent of the total children in the 6-14-year age group. From the survey in all the districts [undivided 13 (thirteen) districts], it shows that the out of school children in Odisha was highest in Puri district (43.35%) and in the Kandhamal district it was the lowest (13.51%). A large number of children are still out of school due to poverty in their family, lack of basic necessities like health, nutrition, food, security, clean drinking water and housing. Most of the children do not get a complete average level of education due to poverty. In the Indian education system, the problem of dropouts is a serious concern. High rate of dropouts is found in Odisha. During 2002-03 in the Primary level it was 34.7% and in the upper primary level it was 59%. The dropout rates were higher among the Scheduled Castes and Scheduled Tribes in both primary and upper level (HDR, 2004; p.113). During 2002-03 the dropout rate among SC and ST students were 37.2% and 53.3% respectively which has declined to 12.54% and 16.89% respectively. To reduce the dropout rates and increase the enrollment of these communities the state government has established special schools such as Sevashrams, residential Sevashrams and Kanyashramsetc. As per the Economic Survey, Orissa, 2008-09 during 2007-08 there were 1026 numbers of sevashrams and 142 numbers of residential sevashrams working in the state. During this period about 1.68 lakh students including 0.23 lakh SC and 1.20 lakh ST students were enrolled in these schools. It has also been found that during 2007-08 about 29,751 students were enrolled in the Ashram schools under ST & SC Development Department in the state (GOO, Economic Survey, 2008-09, p.20/17). In addition to that as per the decision of the state government during 2008-09 ST girl's hostels and primary school hostels were to be opened in 109 Ashram schools and 142 Sevashrams.

Reasons for Drop Out of Children: There are several factors that are responsible for the high drop out of children especially for girls who belong to the scheduled castes and scheduled tribe's communities. They are:

- i) Lack of education among their parents;
- ii) Job opportunity;
- iii) Basic cultural barriers for girls

- iv) Poverty;
- v) The infrastructure of the schools are not so well;
- vi) Absence of separate Toilet for girls;
- vii) Lack of female Teachers;
- viii) Absence of teaching learning materials etc.

From a survey which was conducted by Orissa Primary Education Programme Authority (OPEPA) it was found that there are several reasons behind the drop out of children in schools. These are:

- i) Lack of attention in their studies;
- ii) Poor economic condition;
- iii) Engagement in their house-hold activities;
- iv) Being earning members of their family etc. (GOO, HDR, Orissa, 2004, p.116)

Table: 3.3
Dropout Rates in Primary and Upper Primary Schools of Odisha (in %).

Year	Primary			Upper Primary		
	All Categories	SC	ST	All Categories	SC	ST
2000-01	41.8	52.4	64.1	57.0	59.7	74.0
2001-02	41.0	51.0	63.0	56.2	58.5	73.0
2002-03	32.4	37.2	53.3	59.1	47.5	77.7
2003-04	33.6	35.6	52.45	57.5	63.1	75.8
2004-05	32.0	34.8	52.0	49.1	55.0	69.5
2005-06	18.49	19.46	23.32	28.39	29.33	37.07
2006-07	10.53	16.97	22.88	18.05	25.59	32.44
2007-08	7.97	12.54	16.89	13.27	18.80	23.83
2008-09	4.95	7.96	10.69	8.42	11.92	15.12

Source: Government of Orissa (2010). Economic Survey 2009-10, PP. 261-62, Bhubaneswar, Planning and Coordination Department in Meher & Padhi, NCDS, Odisha, 2010.

Let us come to the number of primary, upper primary and secondary schools in the state. In 1947-48 the number of primary, upper primary and secondary schools

were 6,814, 286 and 106 respectively. And the number of teachers and enrollment during 1947-48 were 1,483 and 32,000. The Government has taken several initiatives to increase the upper primary schools. As a result it is seen that during 2008-09, the number of upper primary schools has increased to 19,057 with 55,832 teachers and 21.28 lakh enrollment. During 2008-09 in both primary and upper primary schools the gross enrolment ratio and net enrolment ratio is high around 90% (GOO, Economic Survey, 2009-10, p.260). In 2000-01, the number of primary schools, upper primary schools and secondary schools have increased to 42,104, 11,510 and 6,165 (GOO, HDR, Orissa, 2004; p.118).

Though the number of schools in primary, upper primary, secondary levels has increased, but it is a fact that most of the children cannot reach to the upper primary level because of lack of institutions. In the year 2009-10 as per the Economic Survey it is seen that in 2000-01 there were 27 primary and about 8 upper primary schools per 100 square kilometer of area which was increased to 32 per 100 squarekilometer and 13 for upper primary schools during 2008-09. Accordingly, to the 6th All India Educational Survey around 36,20,000 children do not get upper primary education because of lack of number of primary schools (GOO, HDR, Orissa, 2004; Orissa, p.114).

To increase the quality of education and decrease dropout rates, proper student-teacher ratio is necessary. During 2008-09, the teacher pupil ratio in the upper primary schools was 1:38. But the dropout rates in the upper primary schools are higher than the primary schools. As we have already discussed earlier that the dropout rate is higher among the SC, ST and Girl students. The Orissa Primary Education Programme Authority (OPEPA) has found that the overall dropout rate at the upper primary level is highest in Nabarangpur district (13:66%) and lowest in Jagatsinghpur district (4.63%). Among the SC and ST communities, the dropout rate of ST communities is higher in Bhadrak district (20.46%) whereas the dropout rate of SC communities is higher in Deogarh district (15.69%)[GOO, Economic Survey, 2009-10, p.262].

Secondary Education: The secondary stage of education i.e. Classes - VIII to X in Odisha is organized and conducted by the Board of Secondary Education. During 2002-03 the number of High Schools, Students and Teachers were 6,811; 12,88,000 and

58,136 respectively. But it further increased to 7,000; 13,00,000 and 61,000 respectively during 2003-04. During 2008-09, the number of high schools, students and teachers has increased. It was 7,500, 14,00,000 and 63,000 respectively. At the secondary level the teacher pupil ratio was 1:22 in 2008-09. Though there has been an improvement in the number of schools, students and teacher but the dropout rate at the high school level is still high among the SC and STs. In 2001-02, the overall dropout rate was 69.5% which got reduced to 59.3% during 2008-09. The Government has paid more attention for the reduction of dropout rates at high level for all communities. Not only the Board of Secondary Education also CBSE, ICSE, 56 KendriyaVidyalayas and independent schools and 13 (thirteen) NavodayaVidyalayas are providing Secondary Education in the State (GOO, Economic Survey, 2003-04). Though the success rate in the CBSE examination was 94% and whereas it was only 47.92% in the BSE (Board of Secondary Education, Orissa)conducted examinations during 2008-09 (GOO, Economic Survey, 2009-10, p.263).

Table: 3.4

Results of Secondary Level Examination (Appeared, Passed and % of success) in Odisha.

Year	BSE, Odisha			CBSE, New Delhi			ICSE, New Delhi		
	Appeared	Passed	% of success	Appeared	Passed	% of success	Appeared	Passed	% of success
1	2	3	4	5	6	7	8	9	10
2003	376.3	166.18	44.20	7.17	6.05	84.30	4.73	4.41	93.20
2004	395.01	182.74	46.20	7.58	6.53	86.10	5.02	4.64	92.40
2005	350.41	183.37	52.30	7.91	7.07	89.30	5.15	4.80	93.20
2006	411.37	204.54	49.72	8.4	7.48	88.60	5.41	5.19	95.90
2007	394.32	223.23	56.62	9.34	8.78	94.00	5.43	5.37	98.90
2008	433.14	207.57	47.92	10.16	9.63	94.85	5.64	5.55	93.30
2009	397.23	236.62	59.56	10.09	9.59	95.08	5.51	5.40	98.00
2010	423.76	291.57	66.17	10.82	10.33	95.50	5.50	5.40	98.00
2011	532.98	312.69	58.67	12.26	12.23	99.80	5.84	5.75	98.50
2012	504.00	334.73	67.90	13.65	13.57	99.40	5.94	5.87	98.80

N. R. Not Reported.

Source: Board of Secondary Education, Odisha, CBSE, India and ICSE, India, in GOO, Economic Survey, 2012-13, p. 322.

Higher Secondary Education: The Higher Secondary Education is conducted by the Council of Higher Secondary Education (CHSE) in the State. It is also provided by the 1,176 General Colleges including 50 (fifty) Government Colleges. The success rate in this examination was higher among the girls in 2009 and the overall success rate in the examination in 2009 was 70.52%. Apart from these colleges 98 schools in association with CBSE/ ICSE also provide Higher Secondary Education. The success rate in the higher secondary examination conducted by the ICSE was very much higher than the Council of Higher Secondary Education (CHSE) in the State(GOO, Economic Survey, 2009-10, p.264).

Vocational Education: Since 1988-89 the Vocational Education Programme at the Higher Secondary level is being implemented by the Government of Odisha with the help of the Government of India. It is a centrally sponsored scheme. The programme visualizes different vocational courses at the +2 level in high schools and also in Government and Non-Government Colleges. The number of Colleges in the vocational courses (Government Higher Secondary Vocational Schools) in the State are 231 which comprises of 72 (seventy-two) functional schools, 80 (eighty) partially functional schools and 79 (seventy-nine) non-functional schools. These courses have helped the students to make themselves self-dependent. In Odisha, these vocational institutions are extended in all areas and the courses are being taught according to the District of Vocational Education Committees. Now there are 20 (twenty) vocational courses which are taught in various vocational educational institutions (GOO, Economic Survey, 2009-10, p.264). As per the report ‘Mid-Term Appraisal of Eleventh Five Year Plan of Orissa’ conducted by Nabakrushna Choudhury Centre for Development Studies, Bhubaneswar vocational education has not performed well due to some inadequacies such as lack of well-equipped workshop, poor laboratory infrastructure, lack of awareness, motivation and interest among students and parents for vocational education and lack of adequate number of regular teaching and non-teaching staffs (Meher&Padhi, 2010, p.38).

Higher Education: At the university, post-graduate, graduate and higher secondary levels, the education is administered by the Department of Higher Education. It also controls vocational education, encourages professional courses and contributes loan

to institutes for development studies. From the economic survey, it is seen that during 1947 there were 12 (twelve) colleges in Odisha and the number of enrolments were 4,104. But during 2002-03, the number of colleges had increased. There were 1,679 total colleges working in the state. Among these Colleges there were 93 (ninety-three) Government Colleges and 448 were aided colleges.

In 2008-09, three more government colleges and 609 aided colleges had been established. During the period of independence, there was only one University. Now the State has 11 (eleven) Universities. Among these Universities there is one Central University at Koraput and a National Law University at Cuttack which has been set up. During BJD's regime the government has approved the formation of Sri Sri University, Vedanta University, ICFAI University and Sambalpur University Institute of Information & Technology (SU-IIT) in the state (GOO, Economic Survey, 2012-13, p.284). This has proved that the infrastructure facilities for higher education has improved and has also increased the enrollment of students belonging to undergraduate and post graduate courses in arts, science and commerce during 2008-2009 (Meher&Padhi, 2010, p.38).

The State Government has also taken measures through providing Government land for the establishment of 2 (two) more Universities in Cuttack and Puri. The BJD government during 2008-09 has contributed 185,970 acres of Government land in Naraj in Cuttack district for the formation of Sri Sri University and 3,277,73 acres of land in Puri district for the organization of Vedanta University and wanted to make a World Class Multi-disciplinary educational institution. There was an emergence of a number of Non-Government Colleges in the State during the Eighth Plan Period i.e. 1992-1997 (GOO, Economic Survey, 2003-04, p.14/13). The State has put one step forward for the establishment of the National Institute of Science Education and Research (NISER). It was started by the Department of Atomic Energy, Government of India and has also been working in the campus of the Institute of Physics from the Academic Session, 2007-08 (GOO, Economic Survey, 2009-10, p.264). The state government has allocated an outlay of Rs. 5.42 crore for the establishment of Institute of physics, Orissa State Open University, Nabakrushna Choudhury Institute of Development Studies and Ravenshaw University in 2009 (GOO, Economic Survey, 2009-10, p.268).

National Assessment and Accreditation Council (NAAC): To develop the Higher education in the state Universities and Colleges NAAC plays an important role in the field of higher education. Through the NAAC (an autonomous institution of UGC), the educational institutions get recognition by the process of Assessment and Accreditation. There are 19 (nineteen) Government Colleges which has been honored with autonomous status as well as 6 (six) Non-Government aided Colleges(GOO, Economic Survey, 2009-10, p.264).

Technical Education: Technical education is very necessary for the protection of and proper utilization of natural resources with the changing circumstances in the State of Odisha. To increase the man power in Technical Education different subjects have been included, such as Information Technology Electronics and Computer Application, Metallurgy, Chemical Engineering, Pharmacy etc. It is provided through various Colleges and Institutions – like Engineering Colleges, Engineering Schools, Polytechnics, Industrial Training Institutes (ITIs) and Industrial Training Centres. The DTET (The Directorate of Technical Education and Training) has played a crucial role for the implementation of technical education programmes in the State and it has tried to communicate with the State Council of Technical Education, Universities in the State and national level technical institutions.

Biju Pattnaik University of Technology (BPUT) was established in the State in 2002. The objective of this University is to improve the condition of quality education through uniformity in course curriculum, curriculum development, research, same pattern of examination system for the whole state. Under this University three are 5 (five) Government Engineering Colleges and 31 (thirty-one) Private Engineering Colleges which are providing education in the State.

Apart from these Colleges, there are also 13 (thirteen) other Engineering Schools/ Polytechnics including the Film & Television Institute of Orissa in the Government Sector. It provides diploma courses in various disciplines in the Engineering and non-engineering field as per the rules, guidelines followed by the AICTE (All India Council for Technical Education), New Delhi. In the Private Sector, there are 13 (thirteen) Polytechnics/ Engineering schools which has 3360 seats for the

students those who went to take technical education during 2002-03. There are another 47 (forty-seven) Colleges which provide Master Degree Course in Computer Application in the State.

In Odisha the Craftsman Training Scheme has been launched since 1959 under the National Council of Vocational Training (NCVT). It is made for the skilled workers in different trades. Through this training the Government had tried to make the educated youth self-employed. In the State there are 24 Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs) in the Government Sector with a total intake capacity of 6,200 students (GOO, Economic Survey, 2003-04, p.14/17).

The Orissa University of Agriculture and Technology (OUAT) is one of the second oldest Agricultural University in the Country. It also provides different courses in the field of agriculture. The University has developed a strong research base for generation of technology capable of improving productivity, stability, profitability and sustainability of the major farming systems under varied agro-climate situations of the State. Dissemination of the latest technology covering different areas of agriculture and allied discipline are one of the major responsibilities of the University. During 2004-05 Rs. 72.96 lakh was spent for the proper implementation of the scheme (GOO, Economic Survey, 2004-05, p.14/16) and Rs. 400 lakh was projected for the 11th Five Year Plan and Rs. 85.00 lakh for the Annual Plan, 2007-08 (GOO, Economic Survey, 2008-09, p.14/16).

Important Government Programmes and Policies: There are various programmes and policies that had been taken by the state government for the improvement in the literacy status in the state which are as follows.

Mid-day Meal Scheme

It was launched in all Government Primary Schools and Government assisted Primary Schools. Its main objective is to achieve universal Primary Education of satisfactory quality for all school children below the age of 14 years. Through this programme the Government has reduced high dropout rates, increased retention and has also improved nutritional status of the children. It has also increased enrolment, attendance in schools and concentration level of the students (EPW, June 21, 2008,

p.48). This programme has helped those families who cannot access proper nutrition due to poverty. From a Survey made by Dreze and Goyal (2003) it is found that the noon meal programme has helped to overcome the social barriers on caste and class feeling among the children (EPW, June 21, 2008). It has also helped poor women, widows by providing employment opportunities such as cooks and helpers in the school. During 2008-09, it has covered 46,89,829 students in 66,230 Primary Schools and 1,77,230 students in 18,930 upper Primary Schools. The State Government in Odisha and the Central Government also provided a large amount of fund i.e Rs.77.19 crore and Rs.517.19 crore for the scheme during 2008-09. The funds are also utilized for the construction of 60,159 kitchen sheds and the replacement of kitchen equipment/ devices in both the Primary and upper Primary schools (GOO, Economic Survey, 2009-10, p.266). Therefore, from the Survey it is seen that the cooked meal scheme has been very beneficial for the students in both of the Primary and upper Primary schools.

Table: 3.5
Year-Wise Physical and Financial Achievement
under MDM:2002-03 to 2009-10

Year	Coverage	Expenditure (Rs in Lakh)	Per Capita Expenditure On MDM (Rs.)
2002-03	4621934	1144.80	24.77
2003-04	4631826	933.53	20.15
2004-05	5151346	4819.71	93.56
2005-06	5156154	6667.49	129.31
2006-07	5002269	12736.75	254.62
2007-08	4230818	24635.90	582.30
2008-09	4410700	41550.56	942.04
2009-10	5687698	28536.12	501.72

Source: Government of Orissa, Women and Child Development Department, Bhubaneswar
(Meher&Padhi, 2010)

National Service Scheme

The scheme is being affected in different Universities and council of Higher Secondary Education in the State. It is a centrally sponsored scheme. Through this scheme the NSS volunteers have engaged in social activities. During 2003-2004, the State Government has provided Rs.60.00 lakh for the working of the NSS Scheme. During 2008-09 Rs.127.88 lakh has been provided for the implementation of the Scheme in different schools, colleges and Universities (GOO, Economic Survey, 2009-10, p.267). Those who worked well in this field they are granted with State NSS Award. During 2002-03 7 (seven) Volunteers, 3 (three) Programme Officers and 3 (three) N. S. S. Units were credited with N. S. S. Award. A number of activities are being performed under this Scheme, like blood donation, Plantation and AIDS awareness programme, Health Awareness Programme etc. There are many volunteers who are engaged in these activities for the smooth implementation of the NSS activities (GOO, Economic Survey, 2004-05, p. 14/14)

SARBASIKHYA ABHIYAN (SSA)

It is a centrally sponsored scheme. Its objective is to universalize/ all-round development of education up to Class –VIII to improve the quality of education to all children in the age group of 6-14 years. It is funded on 65:35 basis between the Government of India and the State Government. It wanted to improve the infrastructural development of the schools like construction of new school buildings and class rooms, training of SARVA SIKSHYA ABHIYAN teachers and the study materials for teachers. Since 2003-2004 the programme is operational in all over the state. There are various objectives of this programme. They are:

- i) To provide education to all children of 6-14 years age group in school by 2003;
- ii) By 2007 all children have to complete 5 (five) years of Primary Schooling;
- iii) By 2010 all children have to complete elementary education;
- iv) To overcome the all gender and social category gaps at primary level by 2007 at elementary education level by 2010;
- v) To emphasize on elementary education with satisfactory quality;

vi) To improve the infrastructure facilities in schools;

The Government of Orissa, Economic Survey 2009-10 reveals that a large number of projects have been completed under this scheme which are as follows:

- Number of schools opened in the Primary and upper primary – 7,572 and 8,409;
- The construction of Block Resource Centres – 167;
- The redevelopment of Buildings, Primary 465 and upper Primary 420;
- The construction of Toilets – 5590;
- Number of residential Hostels constructed under KGBV – 157;
- Provision of free uniform to all school going girls in the age group 6-14 years;
- In 1500 schools computer aided education has been given;
- It has supplied text books to 4,372 children reading in Government and Government aided Madrasas (GOO, Economic Survey, 2009-10, p.266-267).

Table: 3.6
Financial Position of SSA and NPEGEL
(Rs. in crores)

Year	Govt. of India share received		Govt of Orissa share received		Total receipt		Expenditure	
	SSA	NPEGEL	SSA	NPEGEL	SSA	NPEGEL	SSA	NPEGEL
2001-02	1.50	0.00	0.00	0.00	1.50	0.00	0.54 (0.36)	0.00 (0.00)
2002-03	51.74	0.00	5.22	0.00	56.96	0.00	25.42 (44.63)	0.00 (0.00)
2003-04	133.11	3.59	18.86	0.00	151.97	3.59	157.93 (103.92)	0.00 (0.00)
2004-05	198.07	20.00	98.57	1.20	296.64	21.20	251.90 (84.92)	18.80 (88.68)
2005-06	312.00	15.93	80.00	11.98	392.00	27.91	343.26 (87.57)	28.39 (101.72)
2006-07	405.68	34.43	155.95	11.47	561.63	45.90	613.87 (109.30)	43.92 (95.69)
2007-08	584.82	22.41	318.19	12.07	903.01	34.48	739.57 (81.90)	30.01 (87.04)
2008-09	456.21	9.84	245.65	5.30	701.86	15.14	796.68 (113.51)	22.10 (145.31)

- NB: Figures in parentheses refers to percentage
- Source: Government of Orissa (2010) Economic Survey, 2009-10, pp.306, Bhubaneswar: Planning and Coordination Department and Meher&Padhi, 2010

Scholarships: The State Government has provided various Scholarships to the poor and meritorious students. There is a new scheme that has been introduced by the Government of India, Ministry of HRD named – ‘NATIONAL MERIT SCHOLARSHIP’; under the scheme about 637 students have been granted junior/ senior/ PG merit Scholarship. During 2007-08, about 826 students have got the merit-cum-means Scholarships. Apart from these, the primary and secondary schools and to inspire the Girl students 18 scholarships were awarded during 2005-06 for technical professional and Management studies (GOO, Economic Survey, 2009-10, p.268). Like other subjects, Hindi and Sanskrit studies have been taken care of the Government. To

develop Hindi and Sanskrit subjects about 2,163 and 110 students have been provided Scholarships. So, it is seen that the Government has taken several steps to increase the attention, confidence, qualitative education among the students through Scholarships.

Kasturba Gandhi Balika Vidyalaya: This programme is made for those girls who live in educationally backward blocks. Through this programme, girls belonging to the backward classes have been provided Schooling facilities. The scheme is initiated by the Government of India. It is also functioning in those areas where the literacy rate among the females is very low and there is also gender disparity which existed in terms of literacy. For the interest of the girls Scheduled Castes, Scheduled Tribes, OBC and the minorities the Government has provided residential schools with boundary facilities at the elementary level. Not only that, the Government also has provided 157 residential hostels and the numbers of enrolments of Girls belonging to Scheduled Castes, Scheduled Tribes, OBC minorities are 15,410(GOO, Economic Survey, 2009-10, p.267).

National Programme for Education of Girls at the Elementary Level

The programme was started in 2003 to develop girl's education. It is being affected in 3,159 clusters of 150 blocks and urban slums in 27 Districts. There are so many functions of this programme which are as follows:

- i) Vocational training for 27,873 girls;
- ii) Provision of teaching centers in 2711 clusters among girls (GOO, Economic Survey, 2009-10, p.267);

Quality Improvement in Education

The State Government has tried to improve the quality of education through several initiatives such as development of infrastructure in Schools, providing text books, learning materials to the students, providing Scholarships, training of teachers' incentives to teachers, grants to institutions etc. To increase the quality of education teachers play a vital role in the education system. So, training of teacher's is must. Besides it had tried to reduce drop-outs, increase retention and a small student

teacher ratio which is necessary(GOO, Human Development Report 2004, Orissa, p.122).Therefore, it is seen that the State Government has taken several initiatives to improve the quality of education. It has also tried to reduce dropout rates for both boys and girls.

Expenditure on Education: During the last year of the 10th Five Year Plan i.e. 2006-07 budgetary expenditure of the education sector has come down to 13.67 per cent from a peak of 20.67 percent in 1999-2000.From 2007 onwards it started increasing gradually. If we notice the sectoral expenditure on education in Odisha it has been found that the government of Odisha has allotted more funds on the elementary and secondary sector education. Government has shown sharp negligence in the sphere of/ towards higher and technical education in Odisha. Less than 20 percent of the total budgetary expenditure has been spent on higher and technical education of the state. So the state government should have paid more attention for the development of higher and technical education which can lead to economic development in a state. Secondly the state had largely depended on private sector for the development/improvement of technical education.

Table: 3.7
Sectoral Expenditure on Education in Orissa (in %).

Year	Elementary	Secondary	Higher	Technical
1997-98	57.15	24.85	14.67	2.21
1998-99	55.03	28.50	13.55	1.92
1999-2000	64.96	22.04	10.94	1.01
2000-01	59.97	25.42	12.22	1.19
2001-02	58.03	21.70	18.75	1.91
2002-03	58.87	25.88	14.68	2.16
2003-04	59.12	25.52	14.29	2.07
2004-05	57.55	26.13	15.81	1.94
2005-06	55.55	28.26	15.29	2.10
2006-07	55.72	25.44	17.80	1.94
2007-08	51.75	21.97	16.18	--
2008-09 (R.E.)	50.08	25.01	13.17	--
2009-10 (B.E)	49.04	26.01	16.14	--

Source: Government of Orissa, Budget at a Glance (Different years) Bhubaneswar: Finance Department (Meher&Padhi, 2010, p. 41)

However, the state has also tried to improve Tribal female literacy. As stated earlier the percentage of literacy rate among the Scheduled Tribes is low than the Scheduled Castes. We have also found that there are substantial social, regional and gender disparities in terms of literacy. It is seen particularly in among the Scheduled Tribes communities and tribal females in the southern region. The State Government should give attention for the improvement of rural connectivity, so that the hilly and southern regions can access the facilities of schools (Roy, 2010).

Overall if we notice the education scenario in the state it has been found that Orissa had made substantial progress in terms of literacy. During 2008-2009 the total enrollment of children in class I to VIII was 68.15 lakh. That means during this period about 95 percent of children are being enrolled in the age group of 6-14. The drop out ratio among all categories of population at the elementary level also comes down during 2009-10. The male and female literacy (75.35 percent & 50.51 percent) in 2001 has also increased in the state. In spite of this still there exists considerable gap between male and female literacy in Orissa.

So far as school infrastructure is concerned Orissa has done reasonably well in the backward tribal districts in recent years. From a survey conducted by Meher and Padhi with the help of NCDS, Orissa it has been found that in Orissa most of the primary and upper primary schools now have school buildings with minimum classrooms. But they have also pointed out that in the tribal areas and in remote villages most of the primary and upper primary schools are affected with a large number of problems such as poor attendance of students, high rate of absenteeism of teachers and poor quality of teaching. They have also found from their survey that in the tribal areas most of the schools are hardly opened for three to four hours. As a result teachers are not regular in their work. They hardly remain in school in official working hours from 10:00 a.m. to 5:00 p.m. Not only that it is also revealed from their field survey that in most of the schools in remote areas are run by only one single teacher teaching from class I to V in one or two class rooms. Many classrooms are damped because of leakage of rain water from the roof top. In the KBK region consisting of Koraput, Malkangiri, Nawarangpur, Rayagada, Bolangir, Sonepur, Kalahandi and Nuapada the primary schools are run by single para-teacher who are appointed under the SSA (Sarva Shiksha Abhiyan). It is also found that classes are not

held properly in the name of Mid-Day Meal programme in many schools. Mid-Day Meal programme distracts students from their studies. In their studies they have also discussed about the Oriya Daily, Samaja reports published on 07th June, 2011 where the news such as 650 schools in Kalahandi district region are run by only a single teacher. Recent newspapers reports particularly in 'Orissa Daily' and 'The Samaja' also reveals that there are more than the required number of teachers in urban and roadside village schools whereas in the rural areas the number of teachers are less than the urban, semi urban and roadside village schools (Meher&Padhi, 2010).

As per Annual Status of Education Report (ASER) there are 7.1 per cent out of school children under 6-11 years age group during 2009. It is very much higher in tribal districts like Nawarangpur (21.6%), Malkangiri (23.4), Koraput (17.5%), Rayagada (16.1%), Debagarh (13.2%), Kandhamal (10.2%). According to this report, many children reading in class III to V are unable to read and write their text books, write sentences in English, solve any arithmetic problems like calculation, multiplication etc. It is also reported by ASER that around 12-14 percent of the students reading in class I to II are not able to read Oriya Alphabets and also are unable to recognize the numbers 1-9 or more (ASER, 2010: p.192; Meher&Padhi, 2010, p.48)

Most of the primary schools are not well structured and maintained. The poor quality of teaching is also responsible for sending the children in private schools located in semi-urban areas. In the primary schools the recruitment of two categories of teachers, one with regular pay scale another is para teacher with a consolidated salary takes place. For this reason the para teachers are not interested in doing their duties carefully. As a result teaching is not conducted properly with vigour and zeal. Apart from that many posts of teachers in elementary schools is still lying vacant. Meher and Padhi have also pointed out that the matter of poor infrastructure and the poor quality of teaching are a regular news in the leading Oriya Dailies like the Samaja, Sambada, Dharitri, Prajatantra etc.

Poor quality of teaching leads to bad result in 10th and 12th classes than the private English medium schools. The percentage of success among SC, ST and girl students were 57.3, 57.5 and 65.4 percent respectively under the Board of Secondary Education during 2011-12 and during this period the success rate among SC, ST and girls under CBSE/ ICSE Board were 99.2, 98.2 and 99.8 respectively.

It is also to be noted here that the development of higher and technical education in the state is very slow and in the backward districts of Odisha such as Bolangir, Kalahandi, Koraput, Malkangiri, Baudh, Kandhamal, Sonepur, Debagarh there are no higher degree based technical colleges. So the Government should pay more attention in this sector.

However the BJD government under the leadership of Naveen Patnaik has tried to develop the education scenario in the state through several initiatives. And it cannot be denied that the introduction of SSA and MDMS has helped to increase the enrolment level and regular attendance of children in primary and upper primary schools. Not only that through these programme the state has also shown an improvement in the physical infrastructure of primary and upper primary schools in terms of school buildings, class rooms, toilets, drinking water facilities. Though the quality of education in the state is very poor in spite of these it has been observed that the programme's adopted by the state governments has helped very little in improving the quality of education. It has been also found that the government has allotted adequate resources for the improvement in the elementary and secondary education than the higher and technical education. So government needs to pay more attention in the sphere of higher and technical education as well as in ensuring the development of quality education.