

Extent of Exclusion in Education: A District Level Study in Odisha

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Abstract: Economist who are basically concerned about development they say development is the word basically refers the quality of life in the economy which might be seen in accordance with the availability of so many variables such as: the level of nutrition, the expansion and the reach of health care facilities and hospitals, safe drinking water, the level of education there might be many more variables on which the quality of life depends on. So, economic development is both quantitative and qualitative progress in an economy. But in India in order to provide inclusive growth and development it has become a challenge for planners and policy makers at the outset of the eleventh five year plan. The eleventh five year plan planned to provide inclusive growth. This plan lays importance on the benefit of growth was a trickle-down effect to the poor. That if the growth and development is not for the poor then that development is meaningless. So the plan has given importance to inclusive growth. Where all the poor peoples, marginalised and backward peoples will be included in the development process more and more and no one should be excluded from the development process. Exclusion is the denial of access about something. In this paper exclusion basically means the social exclusion when a group of people is excluded from the development process, excluded from the opportunities. In broader sense the exclusion means where the individuals wholly or partially excluded from the full participation in the society in which they live. This paper basically shows how some sections of people are excluded from the education. Education is a basic need of all people, even if government do so many things for the improvement of education for the importance in the level of literacy but actually there are so many people who are excluded from the education. The drop outs are more among the marginalised people. So there is a need to improvise our system, our structure of society, our education system, objectives and mission so that the poor excluded and marginalised people will be included in the development process and education system. The objectives of this paper is to study the rate of the exclusion in Odisha in various districts and groups. The secondary data was collected from various statistical hand books, survey books, and from OPEPA. Data was analysed by using various statistical techniques. Educational development index was prepared to rank the districts to show the extent of exclusion.

Keywords: Education, Inclusive policies, Exclusion.

INTRODUCTION

Exclusion is defined as the processes by which individuals and population groups face barriers in relation to their access to public goods, resulting in inequitable social attainments, capabilities, and development, justice and dignity outcomes. These barriers may arise from a number of causes, including through social or state neglect, social or state discrimination, tacit or active social or state denial, social or state violence and dispossession, customary practices and cultural norms, and/or by faulty design and implementation of state laws, policies and programmes, or a combination of all of these. Education (in a broad sense) is neither the sole cause of nor the sole solution for social exclusion. Nevertheless, there are good reasons to perceive educational achievement or rather, the access to and utilisation of education, training and learning opportunities as a key factor in the process of becoming excluded. Lack of equality in access to good education (from early childhood on) can contribute to or at least increase the chance on becoming excluded, since it highly determines (apart from intelligence and aptitude to learn) the further educational career and with that the working career. At the same time, the access to 'high quality' education is not distributed evenly among different social groups. Families with a lower socio-economic status or children from low-skilled parents with either no work or relatively unstable, low-skilled and low-paid work appear to have less chance to complete upper secondary education or to enter tertiary education. Likewise, children from immigrant families appear to have fewer chances to complete upper secondary education. At the same time, it is clear that for those groups that have become excluded; their level of educational attainment is one of the problems they are facing.

OBJECTIVES

1. To study the extent of exclusion in education in Odisha

2. To find out some inclusive policies for the inclusive education development

HYPOTHESIS

- Some districts are more excluded in theme of literacy than other districts.
- Scheduled tribe and schedule caste peoples are more excluded from the education than other groups.

METHODOLOGY

The secondary data was collected from various statistical hand books, survey books, and from OPEPA. Data was analysed by using various statistical techniques. The study is based on the secondary data which are collected from the publications of Directorate of Economics and Statistics and Odisha Economic Survey, 15-16, Government of Odisha, Census 2011, Government of India. Co-efficient of inequality in education also calculated to study the extent of exclusion among the groups. SPSS has used to signify the data statistically.

LITERATURE REVIEW

- Social exclusion in education has been analyzed by several researchers. Some of the recent studies are presented below. Social exclusion of scheduled caste children from primary education in India and the comprehensive policy response for improving the access to educational opportunities of this disadvantaged group were analysed by Jenkins and Barr (2006). The paper suggested for a holistic approach to address the structural and basic causes of the problem.
- Fennell (2010) studied educational performance of the United Progressive Alliance (UPA) government's achievement as against Non-Democratic Alliance (NDA). The study observed that UPA government policy was focused more on legislative and administrative changes rather than on programme and consequently the marginalized groups were excluded from education during this period. It concluded that without greater emphasis on institutional delivery, innovations in the legal and administrative framework does not result in desired change.
- In a study on working towards inclusion: reflections from the classroom, Singal (2008) explored development activities towards educational inclusion in India. The study argued for provision of knowledge and skills to stakeholders for developing inclusive teaching practices.

- A Participatory Action Research by Polat (2011) on inclusion in education: a step towards social justice discussed the theoretical relationship between inclusion in education and social justice. The study found that there are numerous barriers in the education system itself to attain social inclusion at national, community and at school levels.
- An empirical study of Ashley (2005) made an attempt to understand the process involved in mainstreaming the out of school children from non-formal education system to formal schooling system. The study suggested for the involvement of the private schools management in providing education opportunity for out of school children.
- Some studies at the macro level (Rampla, 2000, Premkumar, 2006) have shown the correlation between literacy and development status of the states and literacy and state domestic product. An attempt has been made in this paper to analyse the trends in the inclusion of those excluded; the excluded group constitutes girls, socially backward and categories across different states in India
- This study suggested that many of the early calls for mass education in the 18th and 19th centuries viewed the inclusionary nature of the education process, and the fostering of citizenship through education as more important than the skills one may acquire through education (**Rothschild, 1998**).
- The main forces behind this focus on average educational achievement and the achievements at the top end of the spectrum are the growing competitive pressures in the marketplace which place an ever-greater premium on skills, the drive to promote technological progress and international technological leadership through excellence in education, and new insights from the economic growth literature, particularly so-called endogenous growth models, where human capital is the one critical factor enabling continuous growth of per-capita incomes (**Barro and Sala-i-Martin, 1995**)

EDUCATION AND EXTENT OF EXCLUSION IN ODISHA

Till recently economists have been considering physical capital as the most important factor determining economic growth and have been recommending that rate of physical capital formation in developing countries must be increased to accelerate the

process of economic growth and raise the living standards of the people. But in the last three decades economic research has revealed the importance of education as a crucial factor in economic development. Education refers to the development of human skills and knowledge of the people or labour force. Speaking of the importance of educational capital or human capital Prof. Harbison writes: "human resources constitute the ultimate basis of production human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilise them effectively in the national economy will be unable to develop anything else." An evaluation of the role of education in economic development must not be confined to judging its impact on growth in output but should also include its impact on structure and pattern of economic development. Education helps in reducing poverty and inequality and exclusion among the region, group and caste.

EDUCATION IN ODISHA

As per Census 2011 population of Odisha is 4, 19, 74,218. Out of this the Rural population of Odisha is 3, 49, 70,562 and Urban population is 70, 03,656. During the period, out of 52,73,194 Child Population in the age group 0-6 years recorded in the State 45,25,870 are concentrated in rural areas whereas in urban areas it is 7,47,324. The number of literates in Odisha is 2, 67, 42,595 out of which 2, 13, 77,915 are recorded in rural areas whereas in urban areas the number of literates recorded is 53, 64,680. The literacy rate of Odisha as per 2011 Census is 72.9 per cent. In rural areas the literacy rate is 70.2 per cent whereas in urban areas it is 85.7 per cent. The male rural literacy rate is 79.6 per cent whereas the female literacy rate in rural area is 60.7 per cent. The male literacy rate in urban area is 90.7 per cent and in case of females the literacy rate is 80.4 per cent. Among the districts the highest literacy rate in rural areas noticed is in the district of Jagat singhpur (86.5%) whereas the highest literacy rate in urban areas recorded is in the district of Khordha (91.0 %). The lowest literacy rate of 43.9 per cent is recorded in the rural areas of Nabarangpur district whereas the lowest urban literacy rate of 74.5 per cent is recorded in the district of Malkangiri. The highest male literacy rate of 92.5 per cent is recorded in the

rural areas of Jagatsinghpur district whereas the highest urban male literacy rate recorded is in the district of Khordha (94.2 %). The lowest rural male literacy rate is recorded in the district of Koraput (54.1 %) whereas the lowest urban male literacy rate is recorded in the district of Malkangiri (83.4 %). The highest female literacy rate in rural areas is noticed in the district of Jagatsinghpur (80.4 %) whereas the lowest rural female literacy rate recorded is in the district of Koraput (31.3 %). The highest urban female literacy rate of 87.5 per cent is recorded in the district of Khordha whereas the lowest urban female literacy rate 64.9 per cent recorded is in the district of Malkangiri. There are substantial social, regional and gender disparities in literacy. Scheduled Tribes communities have low levels of literacy. The ST female literacy has increased from a very low level of 4.76 percent in 1981 to 41.20 percent in 2011, but is still significantly lower than SC and general female literacy. Though the ST male literacy increased from 23.27 percent in 1981 to 63.70 percent in 2011, there is still a big gap between that and the general male literacy. In comparison, SC communities have done better. SC male literacy has almost bridged the gap with the general male literacy. SC females are also catching up fast. Though the rural female literacy has increased 2.8 times, i.e., from 21.90 percent in 1981 to 60.74 percent in 2011, there is still a substantial gap with their urban sisters. The gap between rural and urban male literacy has however, been decreasing.

The literacy rate in Odisha varies district to district among all the community. Female literacy rate is less than the male literacy in all community. In general category in all districts the female literacy is less than the male literacy as well as in case of schedule tribe and schedule caste group. This clearly shows that group wise exclusion prevails in odisha among different groups, and the females are more excluded than the male in achieving education. The district like Anugul, Balasore, Bhadrak, Cuttack, Dhenkanal, Kendrapara, Khurda, Puri, are shows the high literacy rate. But in these districts the SC and ST literacy rate are much less than the all category. In general category female literacy rate is more than average but in case of SC & ST community the female literacy rate is below the average percentage. This table also suggests that the rural literacy rate is less in Odisha.

SLNO	DISTRICTS	ALL COMMUNITIES			SC			ST			MUSLIM LITERACY	RURAL FEMALE LITERACY
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL		
1	ANUGUL	81.43	55.4	68.8	71.71	41.77	56.99	60.3	30.05	45.35	80.03	52
2	BALESORE	81.69	58.9	70.6	74.48	43.75	59.41	45.6	17.69	31.88	56.37	58
3	BARAGARH	77.41	58.5	64	70.4	40.57	55.66	65.9	34.44	50.2	82.06	48.6
4	BHADRAK	84.65	62.9	73.9	74.78	43.45	59.35	38	16.43	27.44	53.4	63
5	BALANGIR	71.67	39.5	55.7	69.5	37.25	53.54	62	25.52	43.64	77.85	35.8
6	BOUDH	76.23	39	57.7	69.67	30.11	49.92	68.3	25.81	46.65	81.8	37.4
7	CUTTACK	85.82	66.9	76.7	74.97	47.2	61.4	50.5	20.14	35.75	75.42	62.5
8	DEOGARH	73.33	47.2	60.4	67.67	37.87	52.84	59.4	31.23	45.26	64.74	45.6
9	DHENKANAL	80.57	57.9	69.4	70.83	41.25	56.23	53.7	24.66	39.41	86.79	56.1
10	GAJAPATI	54.71	24.4	41.3	51.24	23.83	37.14	41.6	14.83	27.77	50.15	24.5
11	GANJAM	75.22	46.4	60.8	61.93	27.61	44.56	50.2	20.65	35.54	76.96	41.3
12	JAGATSINGHPUR	88.55	69.3	79.1	79.48	52.77	66.3	59.9	35.91	48.62	79.57	68.8
13	JAJPUR	81.89	60.8	71.4	69.27	39.27	54.61	45.5	16.93	31.41	73.87	60.1
14	JHARSUGUDA	82.16	58.5	70.7	77.61	50.1	63.97	71.9	42.27	57.23	78.51	53.6
15	KALAHANDI	62.66	29.3	46	63.76	30.8	47.29	51.7	17.15	34.99	80.41	26.8
16	KANDHAMALA	69.79	35.9	52.7	70.99	36.08	53.36	62.7	26.87	44.47	69.04	32.8
17	KENDRAPARA	87.11	66.8	76.8	75.2	46.07	60.73	53.5	25.21	40.07	68.81	66.3
18	KEONJHAR	71.99	46.2	59.2	78.99	49.52	64.38	54.6	25.97	40.3	79.57	43.6
19	KHUDHA	87.9	70.4	79.6	78.17	51.02	64.98	65.4	33.07	49.91	77.24	63
20	KORAPUT	47.2	24.3	35.7	48.52	22.45	35.43	29.3	8.38	18.68	71.6	15.2
21	MALKANGIR	40.14	20.9	30.5	62.18	37.38	49.94	22.1	7.5	14.69	67.81	18.1
22	MAYURBHANJA	65.76	37.8	51.9	68.29	38.84	53.56	54.1	23.51	38.8	65.69	35
23	NAWARANGAPUR	47.04	20.7	33.9	58.53	31.97	45.36	36.9	11.12	24	74.61	18
24	NAYAGARH	82.66	57.6	70.5	72.13	41.96	57.27	64.8	28.83	47.09	81.15	56.7
25	NUAPADA	58.46	25.8	42	60.26	27.92	43.99	50.7	16.18	13.12	80.22	23.8
26	PURI	88.08	67.6	78	78.51	49.3	64.05	73.4	42.11	58.72	75.52	66.3
27	RAYAGADA	48.18	24.6	36.2	49.81	21.3	35.18	31.2	10.07	20.23	61.78	18.3
28	SAMBALPUR	78.99	55.2	67.3	75.68	47.02	61.49	66.9	38.4	52.67	75.19	49.5
29	SONEPUR	78.94	46.2	62.8	73.68	39.31	56.77	69.5	34.29	52.16	72.42	45.8
30	SUNDERGARH	75.34	53.9	64.9	74.14	48.7	61.54	64.7	40.9	52.75	78.47	43.1
TOTAL		75.35	50.5	63.1	70.47	40.33	55.53	51.5	23.37	47.08	71.3	46.7

SOURCE: OPEPA WEBSITE

The above table shows that among all the caste the general caste achieves highest literacy than the SC and ST in all the districts of odisha. But the literacy percentage is less in case of ST category. Group wise literacy percentage depicts in this above table, which shows that in all the districts the female are more excluded than the male in the case of

literacy. That shows the literacy percentage is much less in case of females than males. Region wise literacy rate shows that some districts or regions are more literacy sound than other districts. In Jagatsinghpur (79.1%), Kandhamal (76%), Khurda (79.6%), Cuttack (76.7%) the literacy rate is much more than the other districts like Gajapati (41.3%),

Koraput (35.7%), Malkangiri(30.5%), Nawarangpur (33.9%).

EXTENT OF EXCLUSION IN EDUCATION

To show the extent of exclusion in education among the groups of odisha co-efficient of inequality measure has been used. The below table depicts that that the coefficient of inequality is more in ST cases among all the groups. This clearly show that the intensity of exclusion is more among the ST students than others .The extent of exclusion is more in case ST students, this clearly shows that how the backward and marginalised groups of peoples are more excluded from the

education. When these backward peoples are excluded from the education that shows they are really deprived from the development process. Due to various reasons they are excluded, among them poverty, inequality, lack of basic facilities, drop out, lack facilities given to girls etc are some of the important reasons. The educationally developed districts show that in case of general category the no of enrolment of students is more than SC and ST category pupils. In Koraput, Malkangiri, Nabarangpur, Rayagada the enrolment of students are less in general category but the number of enrolment of SC and ST category students that is much less than other categories.

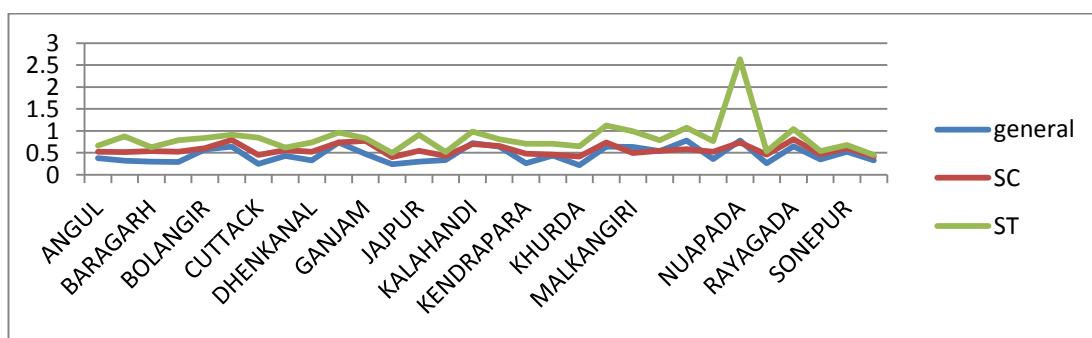
Table -2 : CO-EFFICEINT OF INEQUALITY IN LITERACY

DISTRICT	general	SC	ST	COI MORE
ANGUL	0.378343	0.52536	0.66703	ST
BALASORE	0.322805	0.51725	0.87547	ST
BARAGARH	0.295469	0.53593	0.62669	ST
BHADRAK	0.294317	0.52789	0.78608	ST
BOLANGIR	0.577558	0.60235	0.83593	ST
BOUDH	0.645234	0.79247	0.91083	ST
CUTTACK	0.246675	0.45228	0.84923	ST
DEOGARH	0.432616	0.56397	0.6224	ST
DHENKANAL	0.326657	0.52605	0.73687	ST
GAJAPATI	0.733898	0.73802	0.96399	ST
GANJAM	0.474013	0.7702	0.83146	ST
JAGATSINGHPUR	0.243363	0.40287	0.49342	ST
JAJPUR	0.295378	0.54935	0.90958	ST
JHARSUGUDA	0.334653	0.43005	0.51774	ST
KALAHANDI	0.725217	0.69698	0.98743	ST
KANDHAMAL	0.643074	0.65424	0.80571	ST
KENDRAPARA	0.264453	0.47966	0.70601	ST
KEONJHAR	0.435642	0.45775	0.71042	ST
KHURDA	0.219849	0.41782	0.64777	ST
KORAPUT	0.641457	0.73582	1.11991	ST
MALKANGIRI	0.63082	0.4966	0.99387	ST
MAYURBHANJ	0.538728	0.54985	0.7884	ST
NAWARANGPUR	0.776991	0.58554	1.07417	ST
NAYAGARH	0.355461	0.5268	0.76386	ST
NUAPADA	0.777619	0.73517	2.6311	ST
PURI	0.262564	0.45605	0.53287	ST
RAYAGADA	0.651381	0.8104	1.04449	ST
SAMBALPUR	0.353492	0.46609	0.54111	ST
SONEPUR	0.521338	0.60543	0.67504	ST
SUNDARGARH	0.330354	0.41339	0.45119	ST

SOURCE:CALCULATED BY AUTHOR

Above table depict that the coefficient of inequality is more in ST category than other category. This shows that the ST category of people more excluded than the other category. When comparison is made among the caste the coefficient of inequality clearly shows that in general category the exclusion is much less than the other category. That means the general category people are enjoying more educational benefits than SC and ST .But the SC and ST category peoples are more excluded from the development process and from the educational benefits. Besides that this table depicts that there are not only castes

wise exclusion but regional exclusion is there in a great extent .Some regions like Khurda, Kendrapara, Jajpur, Jagatsinghpur, Cuttack. The coefficient of inequality is much less than the Boudh ,Gajapati, Kalahandi ,Koraput, Malkanagiri in case of general category. But in case of SC and ST category Boudh, Ganjam, Gajapati ,Nuapada, Ganjam, Kandhamala, are more excluded from the education reimbursement than other districts. The below graph also depicts that the ST group of peoples are more excluded than the others in education.



ANALYSIS

To know the extent of exclusion among the groups in all the districts are analysed by using ANOVA. The results of that has explained in the below table. Data shows that the ST category of people more excluded than the other category. When comparison is made among the caste the coefficient of inequality

clearly shows that in general category the exclusion is much less than the other category. That means the general category people are enjoying more educational benefits than SC and ST .But the SC and ST category peoples are more excluded from the development process and from the educational benefits. But to statistically this can be proved by ANOVA.

LITERACY RATE

	N	Mean	Std. Deviation
General	30	60.2747	14.71005
SC	30	54.2413	8.73386
ST	30	38.9600	12.48847
Total	90	51.1587	15.08499

Above table shows that the mean of general caste is 60.27 and mean of the SC and ST are 54.24 and 38.96. This means the exclusion from education is more in case of ST caste people than the others and the anova shows that the value of the F test is significant which depicts in below table. That shows there are

significance differences between the General, ST and SC.

ANOVA

LITERACY RATE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7242.353	2	3621.176	24.215	.000
Within Groups	13010.204	87	149.543		
Total	20252.557	89			

INCLUSIVE POLICIES:

Inclusive education aims to significantly improve the educational opportunities of all children and young people who:

- Are not attending school, but could if families, communities, schools and education systems were more responsive to their needs.
- Attend school but fail to achieve adequately, due to poor quality or irrelevant education.
- Are required to attend segregated schools because the mainstream education system is not adapted to their needs.

The following approaches are key to developing inclusive schools and education structures

- Understand inclusion as a continuing process, not a one-off event.
- Assess how and why education systems are excluding children, both from access to education and within education. The attitudes of adults are a significant factor in this.
- Assess the roles and responsibilities of relevant duty bearers in fulfilling the right to education through an inclusive approach.
- Strengthen and sustain the participation of children, teachers, parents and community members in the work of each school.
- Identify and reduce barriers to learning for all children (rather than simply developing separate services for one group of children).
- Identify and provide support for teachers as well as students.
- Provide an accessible curriculum; appropriate teacher training programmes; and fully accessible information, environments and support for all students.

CONCLUSION

Inclusive education as a process of enabling all children, including previously excluded groups, to learn and participate effectively within mainstream school systems. Inclusive education challenges exclusionary cultures, policies and practices in education, removing barriers to children's participation and learning, and acknowledging individual children's needs and potential. Inclusive education in odisha is essential to achieving quality education for all. Save the Children in

odisha will pursue its commitment to the right to education through support and advocacy for inclusive education. Odisha government is working with schools to build capacity for developing inclusive cultures, policies and practice, and with national and local governments to advocate for the introduction of the necessary legislation, policies and resources.

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Important Websites:

- <http://www.dise.in>
- www.education.nic.in
- www.jstor.org