

Education in Rural Kandhamal District, Odisha- Status and Mobility

A Dissertation Submitted to University of Hyderabad in partial fulfilment of the requirements
for the award of the degree of
MASTER OF PHILOSOPHY

In
Economics

By
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(July 2022)



CERTIFICATE

This is to certify that the dissertation entitled "Education in Rural Kandhamal District, Odisha-Status and Mobility" submitted by Dillip Kumar Kanhar bearing Reg. No 20SEHL01 in partial fulfilment of the requirement for the award of Master of Philosophy in Economics is a bonafide work carried out by him under my supervision and guidance.

The dissertation has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma.

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Dean

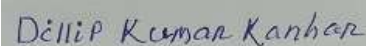
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DECLARATION

I, Dillip Kumar Kanhar, bearing Reg. No 20SEHL01 hereby Declare that this Dissertation entitled “Education in Rural Kandhamal District, Odisha- Status and Mobility” submitted by me under the guidance and supervision of Professor Naresh Kumar Sharma is a bonafide research work. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma.

Date: 30/07/2022

Place: Hyderabad

A rectangular box containing a handwritten signature in blue ink that reads "Dillip Kumar Kanhar".

Dillip Kumar Kanhar

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Abstract

The study is focused on educational mobility and status in the rural Kandhamal district.

The study is based on fieldwork in the four blocks and also on secondary data for this district of Odisha. The primary data was collected through interviews with heads of the households and secondary data from different websites. The total sample includes 150 households in the four blocks. The study objectives are as follows.

1. To know the socio-economic profile in the study area.
2. To get the intergenerational educational mobility in the study area.
3. To understand the educational status in the district.

The Kandhamal district has a significant literacy rate of 64% (as per the 2011 census). However, it reveals that most people are literate.

Since the study focuses on intergenerational education mobility, it means the generation to generation educational attainment, i.e. generation -1, generation 1 and generation 2. The study found that in generation -1, around 75% had no formal education, whereas it was 25% and 0% in generation 1 and generation 2 respectively. Likewise, the highest educational attainment in generation -1 was secondary school (10th), while in generation 1 it was graduation with about 4%, and in generation 2 it was an M.Phil or PhD with about 3%. Therefore, overall, we can say that educational mobility is upward in the study area. Aside from this, the district's educational status is also improving, such as infrastructural facilities in schools.

Chapter-1:Introduction

- Introduction
- Education and its Importance
- Constitutional provisions regarding Education
- The motivation of the Study
- Research Problem
- Research Gap
- Study Objectives
- Research Questions
- Outline of the Dissertation

Introduction

The most significant measure of human development is education. It helps to broaden a person's perspective in any community. As a result, both men and women require it for healthy growth. A man and his social, cultural, economic, and political profile have a deep relationship. Although literacy is distinct from education, it is widely regarded as essential to human advancement.

The Kandhamal district is backward compared to other districts of the state in terms of the economy, educational status, literacy rate, communication facilities, transportation etc. Its literacy rate (64%) is below from state literacy rate (i.e., 73% as per the 2011 census). Therefore, education has a vital role in uplifting people's lives. Most people belong to tribal groups, and their literacy rate is low. Hence, it's crucial to find out the educational problems they face. However, this study examines the educational status, generation-wise educational mobility, and occupational situation of the rural community in Kandhamal district, Odisha. The study covered the entire district and partially covered the four blocks in the district. Therefore, it is found that there is overall generation-wise upward educational mobility in the respective study area. Moreover, there is also improvement in the district's educational status and occupational conditions.

The Importance of Education

Achieving one's full potential, creating a just and equitable community, and promoting country's development all depend on education. The provision of universal access to high-quality education is essential to India's continued progress and leadership on the international stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Through universal, top-notch education, our nation can best develop and use its vast talents and resources for the good of its citizens, society, the nation, and the globe. India has a sizable youth population. Our capacity to provide them with opportunities for high-quality education will influence the direction of our nation's future.

Education is a powerful tool that assists in developing an individual, a society, and a progressive country. Specifically, developing countries like India, where the population is around 136 crore, education is vital to achieving a well standard of living and a successful

future. According to Nelson Mandela, "Education is the most powerful weapon you can use to change the world".

Education means developing the quality of both an individual's mental and physical life. Mahatma Gandhi said, *"By education, I mean an all-around drawing out of the best in a child and man-body, mind, and spirit. Literacy is not the end of education or even the beginning. It is only one means whereby men and women can be educated"*. Therefore, Gandhiji's education is essential for the harmonious and balanced growth of all spheres of an individual.

India is an extensive and populous country, but it is still developing. As a result, education is one of the most critical factors contributing to India's transition from developing to developed nation. Furthermore, a careful examination of India's demographics reveals that, states and cities have excellent facilities and cutting-edge technologies, which have highest literacy rate compared to other. As a result, international organizations such as UNESCO and UNICEF are launching a slew of educational initiatives in India to foster the development of a sophisticated and forward-looking country.

However, importance of education extends beyond creating a forward-looking country. There are a number of additional factors that make education so crucial in India. Including: Every Indian citizen has the right to an education, irrespective of gender.

It encourages the development of a civilized, democratic society. Education also helps lift up economically disadvantaged groups by creating a wide range of employment opportunities. Peaceful sharing of ideas, information, and best practices is a result of good education.

Additionally, education guarantees that educated people will have a wealthy future. It also aids in preventing terrorism and criminality.

Constitutional provisions regarding Education in India.

The different constitutional provisions regarding education in India are based on our social, economic, cultural, and political needs. Constitutional provisions have impacted education at various stages, both directly and indirectly.

The Constitution of India provides the central area of education in the country.

- Article 45's guarantee of a free and compulsory education
- Right to education in Article 21A

- Education for women—Article 15(1)(3)
- Promotion of education and economic interests of ST, SC and other weaker sections in Article 46
- Fundamental duty to provide an opportunity for education in Article 51(A).
- Religious education in Article 25: 28(1), (2), (3)
- Article 30 stipulates that minorities have the right to establish and run educational institutions.

Research Problem

This present study, Education in Rural Kandhamal District, Odisha: Status and Mobility, has studied the educational attainment of various generations and educational mobility in the respective rural area. An attempt has also been made to look at the socio-economic condition of the respondent's father and other respondents.

The researcher has made an effort to determine the mobility of education in the rural Kandhamal district. The study is based on a field survey on education in the district. They also examined the socio-economic condition because it has a vital role in education mobility. As we know, if the socio-economic conditions were good, then the level of education status would increase and vice versa.

An attempt has been made to find the variation in education levels from generation to generation. In addition to the occupation of the first generation (parents of the respondents), the second-generation (respondents), and other socio-economic backgrounds such as income, dwelling units, etc., in the study area, the researchers also studied the educational status in the district concerning the infrastructure facilities in schools, school enrolment rate, number of schools, transition rate, decade wise literacy rate, dropout rate, and so on.

Research Gap/Need of the Study

Education is an essential instrument for human capital development. One of the fundamental prerequisites for each and every citizen of the nation is education, particularly primary education. This is the right area where the state should give significant attention. From 1950 until now, various educational plans and policies have been launched to universalize primary education, such as the Serva Siksha Abhiyan (SSA).

The Kandhamal district is located in the southern region of Odisha, where the literacy rate is lower than states literacy rate, and socio-economic condition is not as good as in other parts of the state. The literacy rate is low in the district, predominantly in rural areas.

There have not been numerous studies conducted in the district, but some have been on educational status, literacy rate, and primary education. Therefore, it is essential to do research on how socioeconomic factors affect intergenerational educational mobility and educational status in the district's rural and urban areas.

The current study will examine the district's rural and urban educational mobility and the state of elementary education.

Research Questions

1. Does the socio-economic status of the parents affect their children's educational attainment?
2. Does intergenerational upward educational mobility exist?
3. What is the impact of parents' educational status on their children's education?
4. What is the educational status of the study district?

Study Objectives

1. To know the socio-economic profile in the study area.
2. To study intergenerational education mobility in the study area.
3. To examine the educational status in the Kandhamal district.

The Outline of the Dissertation

The dissertation consists of five chapters. In the first chapter, the background of the study is presented, while in the second chapter, there is a literature review and study methods. Correspondingly, the third and fourth chapters contain the educational background from ancient India to the present and the data interpretation of the study. And lastly, there is the conclusion of the study.

Chapter-2: Review of Literature and Methodology

- 2.1-Review of Related Literature
- 2.2-Method of the Study / Research Methodology
- Study Area
- Population
- Sampling Method / Technique of data collection
- Sample and Sampling Size
- Sources Data
- Tools

2.1 Review of Literature

Mohammed and Moyazem (2021) have investigated the educational mobility of different generations in Bangladesh. In this essay, intergenerational mobility in Bangladesh will be assessed across generations. In this article, 8,403 respondents from a nationally representative sample poll are taken into account (rural and urban). The degree of intergenerational mobility was determined by comparing a son and daughter's schooling to that of their father. This study examined the intergenerational education mobility in Bangladesh using the Transitional probability matrix, the Markov chain tool, and various social mobility measures. More over 58.3 percent of respondents' fathers were illiterate, according to the research, while almost 74.5 percent of respondents had formal education. Rural and urban areas had different educational standards, and the respondent's father was relatively better educated than those who resided in rural areas. Additionally, it found that sons and daughters saw an upward class shift of 91.2 percent and 81.6 percent, respectively. Although the illiterate and higher education levels are the least mobile classes, intergenerational mobility is stronger in the elementary, secondary, and upper secondary educational levels. The limiting probabilities also show that illiterate fathers are less likely to send their sons to school than their girls. The purpose of the paper's conclusion is to maintain national economic stability. Illiterate people need to receive more attention, particularly rural-dwelling girls.

Maisy (2019) studied intergenerational mobility in slums in Jakarta. Three generations' educational spanning has been addressed such as, grandparents, parents, and children. The data source is a field survey from four slums in Jakarta. The sample comprises 160 households (664 individuals). The author adopted the three measures of educational mobility: transitional probabilities, intergenerational elasticity, and intergenerational correlation for education. The study's findings indicate that among grandparents with less than a primary education, 24 percent of their offspring complete junior secondary education or higher. On the other hand 69% of kids whose parents have finished junior high school. It discovered that educational mobility had significantly improved across cohorts, and that natives had comparatively more mobility than migrants.

Rajarshi (2010) examined social classes in India and evaluated intergenerational mobility in educational and occupational attainment. In this study, the author makes an effort to determine how different social categories' occupational structures and mobility between generations are affected separately. The head of the household, their spouse and children, their parents, their sons, daughters, and spouses, as well as their grandkids, were all analysed

using the NSSO database on parents-children relationships. Additionally, data on employment and unemployment (at the unit level) was gathered from the NSSO's 51st and 60th rounds. The study measured the degree of intergenerational upward mobility in education and occupation and looked at how children's education and occupation connect to parental standards. They also combined parental and child factors in a cross-tabulation using the mobility matrix. The study found that the upward mobility educational level was significantly lower than the occupational level. Although the second generation's academic standing is higher than that of their parents, the occupational mobility matrix does not sufficiently reflect this. Most perceived movement is among the more affluent groups, and people are locked in their parental occupational class. The following illustrates the fact that vocational mobility does not result from educational mobility.

In post-reform India, **Shahe and Forhad (2014)** investigated intergenerational education mobility based on gender, geography, and generations. Data has been drawn from the National Family Health Survey (NFHS), 1992 to 2006, of households and women from both surveys. It has been focused on sibling correlation, intergenerational correlation, caste and educational mobility, etc. The intergenerational regression coefficient and correlation have been used for empirical estimation. According to the empirical findings, many Indian teenagers' educational mobility remained almost unaltered after ten years. Between 1992–1993 and 2006, only the women's group experienced a considerable improvement in schooling in the urban area, according to their estimation of the sibling and intergenerational correlation. In contrast, among men, it remained mostly unchanged in urban areas over the reform period but may have slightly grown in rural regions. Curiously, it discovered a major caste difference: women from lower castes have significantly greater educational mobility than women from upper castes. Additionally, it is discovered that India has a lower intergenerational correlation in schooling than the majority of Latin American nations. The gender disparity persisted significantly in rural regions in 2006; the sibling correlation for women was 0.70 while it was 0.57 for men.

Bhatta and Vipul (2012) used the Indian Human Development Survey data, 2005 (IHDS), i.e., nationally representative household survey, to understand intergenerational education mobility, i.e., like father, like son in India. The survey was carried out between 2004 and 2005, and it gathered information about education. The study examined intergenerational mobility in educational attainment in India from the 1940s using father-son matched data. It examined the evolution of educational achievement and social mobility over two generations. To calculate educational mobility, it used a regression model and an intergenerational

correlation coefficient. They discover that social group mobility has improved, particularly at the lowest end of the academic spectrum. Although most Indian states have made great progress in boosting mobility over time, there is still considerable diversity across states, with some states faring worse than others.

Assari (2018) examined how parental education levels and upward educational mobility were affected by race and gender. In this study, gender disparities in these effects were investigated and African Americans and non-Hispanic whites were compared for the effects of parental educational attainment on academic upward mobility. A nationally representative poll of American adults, the National Survey of American Life (NSAL, 2003) collects data. This study included 891 non-Hispanic white adults and 3570 African Americans, and it measured respondents' educational attainment as well as gender, race/ethnicity, age, greatest parental education attainment, and other demographic factors. In order to examine the data, linear regression models were used. Overall, the survey discovered that more academic upward mobility was linked to higher parental educational achievement. For African Americans, however, this enhancing effect was substantially less than it was for whites. This means that when it comes to the impact of parental educational achievement on their upward educational mobility, African American women are at a disadvantage compared to white women. If African American and white guys were compared, this pattern might be seen.

Takashi (2006) has investigated school enrolment and child labour in rural areas and whether a father's or mother's education matters more. In this study, rural Andhra Pradesh's child labour and school enrolment factors are experimentally analysed. In Andhra Pradesh, micro data on households were gathered for this study in 2005. About 400 households from 32 villages were included in it, spread across two administrative blocks in the Kurnool area. Variable probability sampling was used to select at random the study villages and sample households. The incidence of child labour or enrolment in school has been chosen as the dependent variable, and the logit model has been used to estimate each child. This essay also discussed who education is—that of the mother or the father—matters the most in determining the status of each child's educational standing. Using the regression model, it was discovered that teaching the kid's mother is more crucial than teaching the child's father for decreasing child labour and increasing enrolment in school. In addition, a child's mother has an effect on both boys and girls, whereas a child's father has an effect that is more favourable to boys.

Rachana and Ajay (2018) have argued that household poverty rather than a mother's education is a stronger indicator of a girl's likelihood of dropping out of school, and they have

supported these claims with data from combined community impacts in rural India. In order to analyse the factors that contribute to a girl's school dropout, the study looked at the mother's educational level, local poverty, and gender-equitable attitudes. The baseline survey data used in this study came from an intervention programme in a low-performing Indian area. To determine how dependent and independent relationships interacted, they used Pearson's chi-squared test. The impact of variables on the adolescent girl who dropped out of school and lived in the village was also examined using binary logistic analysis. Additionally, the Bernoulli regression model is employed to calculate the chance of dropout. It was discovered that areas with high rates of maternal illiteracy and poverty suffer from poor gender perception and high dropout rates. Additionally, the results indicate that girls who reside in underprivileged neighbourhoods are 70% more likely to drop out if their mother's literacy level is lower than the district average. Overall, the study comes to the conclusion that girls from underprivileged neighbourhoods who have low levels of mother literacy and anti-equality attitudes toward gender are more likely to drop out of school.

Sinha, R. (2018) carried out a study on cross caste groups to understand how intergenerational educational and occupational mobility occurs, i.e., closer but no cigar. This paper compares the intergenerational mobility of education and occupational attainment of men from disadvantaged groups (SC and ST) in India with men outside these groups during the 1983–2009 periods. The author drew from the Integrated Public Use Micro data Series-International (IPUMS-I) for this analysis. The original source of IPUMS-I data is the various rounds of the NSS but for educational data, specifically secondary and higher education. The paper used regression and probity models to examine whether convergence in the mobility gap is related to other economic factors and intergenerational mobility. The success rate concerning academic mobility ranges between 72–79 per cent for sons aged 15 and 19 and falls to around 1% per cent for sons aged 55–64. Moreover, in general, the success rate is below 10 per cent for sons aged 44. The same trend is observed in the case of occupational mobility; the annual average success rate drops by 70 per cent for sons aged 15 and 19 and close to zero for sons aged 55 and 4. Furthermore, it discovered that the aggregate likelihood of a son attaining a different educational level than his father, either higher or lower, increased steadily from 0.56 in 1983 to 0.67 in 2009.

Kamdar, S. (2017) study looked at how India's economic development and educational achievement. Her primary goal was to investigate the associations between various levels of educational attainment and financial performance at the macro and micro levels throughout Indian states from 2001 to 2011. The paper showed three levels of educational achievement

across various socioeconomic categories using secondary data from the NSSO. The step-wise regression technique, multicollinearity statistics, and VIF for this investigation were all satisfactory. The survey found that India's average educational attainment had greatly increased during the previous two decades. Increases in primary, secondary, and higher education have contributed to a rise in employability by 6.6 percent, 13.6 percent, and around 61.8 percent, respectively. Similarly, persons with greater levels of education and abilities have a much better average earning potential than those who are illiterate or semi-literate. Meanwhile, it is important to note that compared to those who have received a skill education, the percentage of self-employment is high among the illiterate and those who just attended primary school.

Emran, (2020) gender prejudice and intergenerational education mobility were studied in India and China. From the viewpoint of intergenerational mobility, this essay examines the gender difference in educational attainment in China and India. The amount of study on father-son relationships, women generally, and gender bias in particular, is still very limited. Data from the China Family Panel Study (CFPS)-2016 wave are used to estimate the intergenerational mobility of schooling in China. The 2012 Indian Human Development Survey (IHDS) is where the statistics for India is derived from. Estimates of the investment in children's education are also available from IHDS-2005 and NSS-1995. In order to quantify intergenerational mobility, the intergenerational regression coefficient (IGRC) has been utilised. Due to flaws in the loan market, they created a Becker-Tomas model in which parents fund their children's education on their own. The girls might experience discrimination in the home, the classroom, and the workplace. According to the study, girls in India have reduced mobility due to their fathers' insufficient education, but this gender difference resolves when the father has a decent education. Additionally, there is evidence of a preference for sons in rural India. Furthermore, regardless of gender or location, the linear conditional expectation functions (CEF) are concave in India. In comparison, the CEF in urban China is linear for daughters but convex for sons. However, the CEF is linear in rural China for both sons and daughters. Similar research indicates that children in India experience diminishing returns, and that girls in rural India experience these diminishing returns in terms of financial investment and direct parental involvement in their education.

The inequality of educational opportunities in India changes over time and across states and has been studied by **Gaston and Nilaz in 2010**. Using data from the National Sample Survey (NSS), the research examines the amount of educational opportunity disparity in India from 1983 to 2004. Their analysis was based on a person's level of education, and the data was

limited to persons who were at least 25 years old and residents of 25 states. The PC (Pearson-Cramer) index, followed by the overlap index, and then the Gini index of opportunity inequality were all discussed in this study, which employed indexes to measure inequality of opportunity in India from 1983 to 2004. They also gave a general framework of conditions and outcomes. According to the survey, Kerala stands out as having the least opportunity for educational inequality. The examination of the transition matrix supports the finding that there is significant inter temporal mobility in the disparity of opportunity among Indian states. The ranking of inequities significantly decreased in Rajasthan and Gujarat in the West, Uttar Pradesh and Bihar in the Center, and Rajasthan. The eastern states of West Bengal and Odisha have made great strides in eliminating opportunity inequality notwithstanding their poverty. The survey's analysis of the relationship between progress toward opportunity equality, economic growth, and the adoption of pro-poor policies serves as its conclusion.

Ray and Jhilama (2010) examined social and geographical aspects of educational and employment mobility across generations in India. The current article studied the degree of intergenerational mobility in educational and occupational success for various ethnic groups in India in order to comprehend the inertia of pervasive discrimination. The 50th and 61st rounds of the survey, used the National Sample Survey Organization (NSSO) database on employment and unemployment (unit level records). While the NSSO data from 2004 includes information for OBCs separately from the GENs, the 1993 data makes a distinction between STs, SCs, and others (general caste or GEN). The findings show that the historically discriminated Schedule Caste (SCs) and Schedule Tribe (STs) have strong intergenerational stickiness in educational attainment and occupational distribution. Indicating that academic advancement is not translating into occupational improvement and increasing the risk of discrimination in the labour market, occupational mobility is lower than educational mobility. The regional pattern also indicates that, in most regions, the excluded group's mobility is lower than that of the advanced classes and that mobility levels are lower in many lagging states.

Kundu, P. (2020) analysed the budget and inclusivity in educational policy. By examining current actions by unions and state governments and doing a thorough examination of school education budgets for six states, the study attempted to determine how states are allocating funds for the education of CWDs (children with disabilities). The survey only looked at five different categories of disabilities and the Census of 2001. (Seeing, speech, hearing, moving, and mental disability). In addition, it addressed MHRD (2014), DSE (2006–07), and NUEPA (2017). The analysis discovered a clear lack of resources at every level of policy

development, from planning to budget to execution. There are six states where sufficient funding has not been matched by appropriate policy changes. He advocated for the deployment of enough financial resources and their effective use, as well as a holistic strategy to mainstreaming CWDs.

Indrajit and Aswathy (2021) investigated how household spending on education varies throughout Indian states and how that affects people's educational standing. The conceptualization of this study is based on the theoretical framework of the production function of education and the mincer, or general earnings function. The 42nd, the 52nd, the 64th, and the 71st rounds of NSS data were used in the current study to analyse inter-state spending differences and how they affect India's educational status at the state level (1986, 1996, 2008, and 2014). Using a multi-stage sampling technique, the National Sample Survey data (1987–2014) give information on both households and individuals. The Generalized Method of Moments and Instrumental Variable Regression have both been used in this work to provide empirical estimations. The study shows that household expenditures are an essential component of educational attainment and that the geographic location of states affects educational attainment as much as income does. Furthermore, the study concluded that when formulating policies to overcome states' ongoing educational backwardness, a new approach is required due to the stark inter-state variance in academic input and output.

Francesconi and J. E(2000) examined if family issues mattered and how family background affected educational performance. The study's main finding is that a child's educational success may be influenced by factors in the family, such as parental education and money. The first seven years of the British Household Panel Study (1991–1997; source of the data) are used. To ascertain the effects of family background variables on educational attainment, the ordered logit model was utilised. It has been discovered that parents' educational backgrounds greatly influence the academic success of their offspring. For a sizable fraction of the population, it is possible to assign a causal explanation to these correlations. Young adults from low-income homes and those who were raised by a single parent as youngsters had much lower educational attainment.

Dash, M. (2015) has studied about the "Status of Secondary Education in Odisha." Secondary data on various secondary education variables, such as enrollment, teachers, infrastructure, production, etc., was gathered from the Odisha Primary Education Programme Authority and the Directorate of Economics and Statistics, Government of Odisha, between 1996 and 2014. The study discovered that dropout rates in schools have decreased, albeit they are still high in the tribally dominant areas, and that GER (Gross Enrolment Ratio) and NER

(Net Enrolment Ratio) are less than 100 in the state and in all districts. The status of secondary education, on the other hand, is obviously not satisfactory. The GER in 2009-10 was 61.41 % (SC-60.95%, ST-42.27%) and 68.65% (SC-80.14%, ST-62.92%) in 2013-14. Furthermore, secondary schools in the state has increased by 25%, from 5967 to 8945. As per DISE in 2013-14, 88% of secondary education is rural and 12% in urban areas. In addition, the study has been focused on the Gender Parity Index, Transition, Repetition, Promotion and Retention Rate, Pupil-Teacher Ratio, and Infrastructural Facilities in Secondary Schools.

Saswati and Diganta (2008) studied the "Role of Parental Education in Schooling and Child Labour Decisions: Urban India in the Last Decade." They have made use of household's data from the India's NSSO of 55th and 61st rounds on employment and unemployment situation. Their study used a rotational sampling design and had a sample size of 10,400 participants. The entire study concentrated on factors including the education and employment of the father or mother, the kid's education, dropout rates, the prevalence of child labour, manual labour, and hazardous labour, as well as other factors like monthly per capita spending as a proxy for per capita income. A propensity model was used to test binary dependent variables (dropout and child labour) hypotheses. A propensity model was employed. For both males and females, statistical techniques were used to calculate the coefficient and ratio of various variables (HH, SC, MEDU, CHEDU, CH AGE, DHH, and so on). Following empirical study using a few descriptive statistics, they found that between 1999–2000 (55th) and 2004–2005, 2.2% and 2.5%, respectively, of urban boys aged 5–14 employed as labour in various businesses in metropolitan India (61st). The proportion of female employees has decreased from 1.55 in 1999-2000 to 1.21 in 2004-2005. Furthermore, it demonstrates that the school dropout rate was 3.31 per cent in 1999-2000 and 1.55 per cent in 2004-05, and the incidence of child labour was 2.04 per cent in 1999-2000 and 1.7 per cent in 2004-05. Education for parents is vital in reducing this tendency, but education for fathers appears to be the more critical factor in reducing these incidences.

Poojashree, S. (2017) researched the educational status of tribal people in the Kandhamal and Mayurbhanj districts. The study emphasizes the role of the government and policy programmers in the growth and development of education in the concerned districts. The primary data came from the Kandhamal district, and it included three tribal communities: Kutia kandha, Dongerial kandha, and Lantia soara. According to the study, the illiteracy rate in 2009 was 81.76 percent. Kutia, Lanjia, and Dongeria Kandha had total education levels of

29.89 per cent, 35.85 per cent, and 18.24 per cent, respectively, with 0.065 per cent, 1.14 per cent, and 1.68 per cent attempting. In 2009, 0.06 %, 0.65%, and 0.30 per cent of graduates attempted PG, respectively. Moreover, the Mayurbhanj district has 7.43 percent of the population not attending primary school, and the primary level dropout rate is about 2.64 percent, compared to 4.77 percent for ST students. The tribal people's economic situation is a significant issue, and their education level is low compared to others.

Mall and Ranjan (2015) have studied the Socioeconomic and educational development of people in tribal areas. The study has been focused on tribal socioeconomic, microfinance in two tribal blocks of Kalahandi district of Odisha. The data has been collected from sample respondents, Odisha Economic survey, and census of India and District statistical handbook with descriptive survey method. The study found the impact of SHGs through microfinance has significantly changed the attitude of the poor toward saving. Most of the people, 81% tribal and 77% non-tribal, had no food available for the whole year. Still, the scenario has completely changed in the post of SHG situation, where 76% enjoy food availability and 80% of non-ST households, respectively. They used to get food materials from agriculture, shifting cultivation collection of wild forest products, collecting NTFP for sale and working as a farmer. Thus their educational status also changed.

Decron and Stefan (2020) have investigated Aspiration, Poverty and Education: Evidence from India. They were focused on maternal education, expectation, aspiration and household consumption. They aimed to investigate whether aspiration matters for education, which offers a common route out of poverty, for this data has been picked up from the Andhra Pradesh. For data interpretation, econometric strategy, descriptive statistics, regression etc., have been used. The study found a robust non-linear relationship with low aspiration having weak and medium to high aspiration having vital contribution, consistent with a common aspiration trap. Parent aspirations are a critical channel through which parent education operates.

Swasati and Diganta (2008) examined how parents' education affects their kids' academic performance. Data from NSSO households were used in the study (55th and 61st rounds). The survey period in this study was split into four sub-rounds of three months using a rationing sampling strategy. In urban India between 1999 and 2000, 2.5% of boys aged 5 to 14 who were employed as day labourers. As of the 61st round, it has, however, decreased to about 2.2%. Additionally, the percentage of women employed dropped from 1.55% in the

55th round to 1.21% in the 61st round, demonstrating the continued existence of government initiatives that focus on eradicating child labour. Aside from that, the school dropout rate in the 55th round was 3.31 per cent and 1.55 per cent in the 61st round, and the incidence of child labour was 2.04 per cent in the 55th round and 1.75 per cent in the 61st round. The parent's level of education is critical in reducing this tendency.

Saha (2013) conducted study on the measurement of gender discrimination in family spending on education. The 64th wave of the National Sample Survey's educational expenditure data at the person level is used in this analysis. The current situation of gender inequality in family educational spending has been evaluated by the study at both the national and state levels. Multiple stratified sampling designs were utilised for the survey. Male and female household educational spending is estimated using the OLS method. The study discovered discrimination against women in educational spending (inequality among the discriminated girl students found in India). The level of discrepancy between rural and urban areas is lowest in Karla, while it is higher for female education in Rajasthan, Uttar Pradesh, and Bihar. Furthermore, the rural and urban sectors favour spending more on their male members than their female ones. Inequality among female students who experience discrimination is smaller in urban than in rural regions of the nation.

Ghadai (2016) has investigated the Inclusive and Quality Education for Tribes: Case Study on KISS (Odisha). He has done an excellent comparative study among SC, ST, and general categories regarding poverty, dropouts, literacy rate, etc. Moreover, he investigated gender. Discrimination, Educational Performance, Vocational Training, Health Alleviation, Funding Model, and a special focus on girl child education. This data has been collected from Demographic Perspective on Indian Tribes, SC, ST Development Department, Govt. of Odisha and KISS, Odisha. An analysis of the findings has not been completed. He found the profile literacy rate of the state is 74.04% (GN), 66.10% (SC), and 59.0% (ST) categories, and the dropout rate is 30% (GN), 49% (SC), and 62.5% (ST) in 2016. The composition of KISS students at the school level- 19314 (40%), +2 level-2430 (58%), at +3 level-1992 (56%), at PG level-732 (52%), and at professions coerces is 840 (36%).

Geeti, S.A. (2020) has looked into how demographics may affect how well students do in higher education. The study aims to comprehend how factors such as parental education, financial stability, occupation, social and religious affiliation, and marginalisation affect students who pursue higher education. Data from students at Premier Technology and the B-School of Delhi NCR was gathered for the study using judgmental and convenience sampling. The results support the study's initial hypothesis that demographic marginalisation

significantly affects students pursuing higher education by demonstrating a positive association between the factors and their effects on students' achievement in higher education.

Banjamin (2008) researched Dalits and higher education in India. The study took into account dropout rates in all states and trends in literacy rates in SC and non-SC ST students. The information comes from the 55th round of the NSSO survey (1999-2000), Selected Educational Statistics (1991-2001), the Census of India (1961-2000), and the National Commission for ST and SC (1991-2000). According to the 2011 census, 54.70 per cent of SC and 68.8 per cent of non-SC and ST people were educated. In 1991, 9.0 per cent of SC males and 4.5 per cent of SC females participated in comprehensive higher education. Similarly, in research and post-graduate studies, it was 8.9% male and 2.2% female, rising to 13.4 per cent male and 9.3 per cent female in 2001. Furthermore, community participation in graduation in rural and urban India averages 2.6 per cent and 15.5 per cent, respectively. Rural India has only 1.1 per cent and 1.2 per cent of ST and SC, while urban India has 10.9 per cent and 4.7 per cent of ST and SC. The comprehensive study shows that the illiteracy gap is shrinking over time.

Atal and Dukhabandhu (2012) have investigated the factors that affect female literacy in Odisha's Schedule Tribes. Importantly, they concentrated on the gender gap in literacy rate, the disparity in literacy index between ST and non-ST, and certain drivers of female literacy in ST (per cent of ST teachers, wage rate, female work participation rate, per cent of BPL population, and so on). The study solely relies on secondary data gathered from sources such as the Office of the DPI, the Government of Odisha, the Economic Survey of Odisha, the Statistical Abstract of Odisha, several census reports, the Odisha Development Report, the Odisha Human Development Report (2004), and others. The 30 districts of Odisha are used as the basis for the current analysis. Sophers' disparity index and multivariate regression were utilised in the study to analyse the outcome. The study indicated that when the rate of ST female employment rises by 1%, illiteracy falls by 0.40 percent. There is a significant literacy gap between ST and Non-ST females.

Mukherjee, S. D. (2018) examined how MGNREGS affected both child labour and schooling. Its main goal is to examine the effect of seasonality on the volume of child labour in the presence of MGNREGS. The study addresses the frequent argument that the MGNREGS restrict labour supply for agricultural operations, which in turn greatly increases the demand for child labour as a less expensive option for unskilled adult labour on agricultural fields during peak seasons. The study adds to the discussion by looking at the

following issues: (i) How seasonality affects child labour disparity. (ii) The effect of MGNREGS on the volume of child labour (iii) the effect of seasonality and MGNREGS on the development of human capital. The information was gathered from a unit-level household survey on India's employment and unemployment conditions that the NSSO carried out in 2011–12. (68th round). A baseline survey from the 61st cycle was utilised to gauge the program's effectiveness. For both rounds, a stratified multistage architecture was used. According to the study's findings, peak agricultural continuously has a higher dropout rate than slack agriculture. Additionally, more girls than boys are affected by programmes and seasonal changes in child labour, according to the data. While the substitution effect is much more pronounced for girls in low-intensity and high-intensity employment, the favourable income effect during the height of the agricultural season tends to diminish the chance of high labour intensity for boys.

Amita and Karyn (2012) have examined the connection between family literacy levels and households' involvement in their children's schooling in the Gujarati district of Rajkot. From January to February, information was gathered from thirteen villages, comprising a sample of 750 families, or 10% of the corresponding municipality. The study employed binomial logit regression along with four indicators of a family's involvement in schooling where all variables are dichotomous (yes/no). According to the study's findings, 51% of households said they had access to any information about future planning for their children. In addition, 19% of the oldest male and female individuals lacked a formal education, and 17% couldn't read the native tongue. The study's findings also demonstrate that household literacy levels are considerably more consistently and strongly associated to a household's involvement in its children's education than the family's wealth or income level. It also demonstrates that higher levels of household educational engagement are linked to longer-term improvements in children's educational engagement results. This association is stronger and more closely related to the adult female household member's degree of literacy. The study emphasises the value of paying attention to adult literacy levels inside the household.

Mishra, L. (2015) studied the enrolment of tribal girls in the secondary schools of Odisha. The study was conducted in the Dhenkanal district of Odisha. The investigator used the case study method, and it has been reported that Raibol High School was used as a case, with all ST girls enrolled in the school serving as a sample for the study. Furthermore, the headmaster, seven teachers, and parents of registered ST girls were taken for the study. Statistics on school education and MHRD data sources were used for the analysis. Moreover, specific schemes and programmers have been implemented in secondary schools to

encourage girls' enrolment and reduce the dropout rate. The tribal girls are shallow compared to the general category in the Dhenkanal district.

An assessment of the impacts of major educational reform was conducted in 2017 by **Nabanita and Amresh(2017)** They examined the impact of significant educational reform on the increase in rural India's school enrolment. The study examines the efficacy of educational policy efforts that, beginning in the mid-1990s, increased impoverished children's attendance at primary and middle schools in rural India. They have used unit record level data from five repeated cross-sectional rounds of the NSSO on kids aged 6 to 14 from 1983 to 2004-05 using a stratified multistage sampling method. The mid-1990s changes increased the percentage of rural low-income children, both boys and girls, who attended school. However, the effect is twice as great for girls, and they also discovered an increase in school attendance rate owing to school reform for poor rural girls compared to rich rural girls of nine percentage points per year. In this study, actual increases in attendance were only observed in a small number of socio-religious categories and within a specific geographic area.

Tilak (2007) has researched the eleventh five-year plan's methodology, inclusive growth, and education. The policy to the eleventh five-year plan's policy on education development is examined critically in this research. Only secondary sources have been used in this investigation. The study demonstrates that, in 2004–2005, the upper primary education GER was only 70%, compared to the elementary education GER of 100%. As a result, just 52% of upper primary school students and 28% of secondary school students pursue postsecondary education. Official statistics show that 50% of children left school before the eighth grade and 62% before the tenth grade. The UGC (2006) suggested as a goal for the 11th five-year plan to obtain a 15 percent enrolment ratio in higher education.

In addition, the planning commission suggests establishing new colleges and universities as well as upgrading at least 20 universities with the potential to be excelling institutions, while acknowledging the issues with standards and quality that higher education institutions must deal with broadly in line with the World Bank's recommendation (2006).

Joshi (2010) has examined access to higher education among tribes, and the greatest impoverished and marginalised segment of the Indian population has also done so. The Selected Educational Statistics report from the MHRD in 2009 was used to compile the survey data. According to the report, the Gross Enrolment Ratio (GER) for higher education is approximately 11.55 percent for all categories, but just 6.60 percent for tribal students. Only four states, HP, Karla, UP, and Uttarakhand, have greater GER in higher education among tribes than the national average (18.14%, 11.75%, 61.03%, and 17.36%,

correspondingly, whereas Odisha has a relatively low GER of 1.69%. In addition, indigenous students now make up 4.25 percent of all students enrolled in higher education institutions, with only 0.22 percent of those participating in PhD programmes. Due to their economic situation, indigenous people have very limited access to and enrolment in higher education.

Deviuma and Deepankar (2012) have studied the platform school at the Odisha train station, a group whose philosophy is "if a child cannot come to school, the school must go to the child." The study makes an effort to draw conclusions from the experience of child labour and the lack of education among kids living in high-risk environments in urban and pre-urban areas. The effectiveness of the platform school paradigm in this mainstreaming is also explored, as well as the multifaceted vulnerability of platform school children. These kids are now enrolled in a formal educational setting. Data have been gathered from the enrolling registration, and exam records of all 11 platform schools' pupils and staff members were picked at random. The Ruchika Social Service Organization spearheaded efforts to offer free education. The first platform school in Bhubaneswar opened its doors in 1985 with 11 students, but after five months, there were 114. Additionally, as of 2010–11, the platform school served 355 kids through 11 platform schools spread across Bhubaneswar. Ruchika's initiative has helped to improve the lives of almost 10,000 street children. The article makes the case that the government must recognise and encourage this creative endeavour. Additionally, in order to ensure that they reach out to children who are not enrolled in the public school system, additional civil society actors must engage within a framework of cooperation.

2.2- Research Methodology

Approach to Study

The research methodology is crucial in the field of educational research. Therefore, the present study followed the descriptive survey method. The descriptive survey method is a widely used research method.

The study's objectives involve surveying the generation wise educational status and mobility of the tribal people, the status of education in the district, and other educational-related problems they face.

Population/Study area description

The study has been conducted in the entire Kandhamal district (secondary data) as well as partially conducted in the four blocks, i.e., Chakapd, Tikabali, Khajuripada, and Phulbani, out of twelve blocks in the Kandhamal district of Odisha (primary data).

Sampling Procedure

The present study followed both random as well as non-random sampling methods. Under random sampling, a stratified and simple random sample has been adopted, and under non-random sampling, purposive sampling has been used.

Sample and Sampling Size

A sample is a relatively small collection of observations drawn from a specified population. The number of participants or observations included in the study is known as the sampling size. Based on the time and resource constraints, the sample for the current investigation was chosen in the way described below.

In this study, a total of 150 households were taken as a sample from twenty-four villages, and in each village, six to seven households were picked up. And again, twenty-four villages were selected from twelve-gram panchayats from four blocks in the Kandhamal district, Odisha.

Data

Both primary and secondary data have been collected from various sources for the study. For primary data, face-to-face interviews have been conducted with each respondent in the respective study areas. The questions were both close and open-ended. Likewise, secondary data was collected from UDISE+, Census 2011, S & ME, OPEPA, Statistical Abstract of Odisha, DSME, District Education Office, District Human Development Report 2012, District Handbook of Statistics 2018, and District Census Handbook 2011.

Tools

For the analysis of both primary as well as secondary data, the study used various statistical methods such as the percentage method, tables and charts such as pie charts, line charts, are used. In addition to excel, the statistical packages like SPSS and STATA have been used.

Chapter-3:Background of Education

- 3.1-Education in India
- 3.2-Education System in Ancient India
- 3.3-Education in the Medieval Period
- 3.4-Education in Modern Period (After Independence)
- 3.5.-The Developments in the System of Education
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3.1- Education in India

Realizing one's full potential as a person, building a just and equitable society, and advancing national development all depend on education. For India to maintain its ascent and maintain its position as a global leader in economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation, all people must have access to high-quality education. The best way to utilize the many skills and resources available in our nation for the benefit of each person, society, the entire country, and the entire planet is to provide universal access to high-quality education. In the coming ten years, India will have the greatest number of young people in the entire globe, and the future of our nation depends on our ability to offer them chances for high-quality education.

Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development is to guarantee inclusive and equitable quality education and to promote opportunities for lifelong learning for all by the year 2030. India approved this goal in 2015. The entire educational system must be redesigned to support and nurture learning in order to fulfill the crucial targets and goals (SDGs) of the 2030 Agenda for Sustainable Development in order to reach such a lofty aim.

Previous Policies

The implementation of educational policies in the past has mostly focused on concerns of access and equity. The National Policy on Education (1986), as revised in 1992 (NPE 1986/92), addresses the unfinished business. A key change from the prior strategy of 1986–1992 was "The Right of Children to Free and Compulsory Education Act 2009," which created the legislative framework for achieving universal elementary education.

The Principles of this Policy

Education seeks to produce decent people with strong moral convictions and ethical principles, as well as logical thought and action, empathy and compassion, bravery and resiliency, and scientific temper and creative creativity. In order to create the equal, inclusive, and pluralistic society that is envisioned by our Constitution, it aims to generate engaged, productive, and contributing citizens.

- Following are the guiding principles:
- Recognizing, highlighting, and developing each student's unique skills.
- • There are no clear distinctions between the arts and sciences, academic and extracurricular activities, or occupational streams, for example.

- Conceptual understanding is prioritized over memorization and exam preparation.
- Promoting multilingualism and the importance of language in teaching and learning
- Education is a public service, and every child's right to a good education must be recognized, and so on.

3.2 - Education System in Ancient India

“During the ancient era, education was shaped by political, religious, and economic influences. The entire configuration of beliefs, customs, and behaviour is referred to as dharma. The outcome of the Indian theory of knowledge as a component of the complementary scheme of life and values should also be considered while understanding old Indian education”. (Kapur, 2018)¹.

“Global education represents various aspects of physical science knowledge. Changes occur within the educational system, primarily for the benefit of the student. The primary goal of education is to instil knowledge and information in students, which will lead to their operational development Spirit. Deep meditation in privacy is required to realise the great truth, and thus the individual has been urged to engage in severe penance. The devotee of spiritual understanding has been instructed to spend his time completely in self-meditation and to maintain a safe distance from material possessions. The essential elements of divine or spiritual knowledge cannot be heard or understood intellectually. These are only possible by the grace of God. The ancient Indian educational system is saturated with the desire to bring about salvation and complete physical development of the individual, much like how the spirit of religion shoots through the philosophy of life. Indian education provides for both physical and spiritual seclusion”. (Kapur, 2018)².

Ancient Indian Education's Priorities

1. Education in ancient India was primarily concerned with individual circumstances and the development of the student's personality.
2. Education is acknowledged as a process that leads to inner improvements and self-actualisation.
3. The teacher used strategies, procedures, methods, and approaches that were simple and easy to understand.

¹ Radhika Kapur (2018), *Education in the Ancient Period*, Research Gate
(https://www.researchgate.net/publication/328872604_Education_in_the_Ancient_Period)

² Radhika Kapur (2018), *Education in the Ancient Period*, Research Gate
(https://www.researchgate.net/publication/328872604_Education_in_the_Ancient_Period)

4. There was a belief that an individual's advancement meant training their mind as the instruction gaining knowledge and that knowledge would positively influence their innovative ability.

Fundamentals of Ancient Indian Education

Fundamental of Indian Ancient Education notes as follows.

Knowledge related to life

Students in ancient India were eager to dedicate themselves to listening to their teachers and gaining knowledge. They would sit at their teachers' feet, listening and meditating on all of life's problems. Books were not used as a source of learning at the time, but students learned by interacting with society and people. There was an attempt to prepare students for life experiences, change, and transformation in themselves and their community. Students are required to give up all material wealth and comforts to obtain an education³ (Kapur, 2018).

Close Association between Teacher and Students Lead to Development

“A positive rapport existed between the instructor and the pupils. Students lived at the teacher's home during the entire education period, known as an ashrama. In addition to academic knowledge, they gained knowledge of values, cultures, norms, morals, principles, and ethics. The teacher prioritised teaching students to be responsible members of society and leaders for the community's well-being. The central focus was on religious education. Students developed close relationships with their teachers, which aided in the indoctrination of all their qualities and skills, resulting in their personalities. Because teachers were entrusted with the responsibility of symbolising ideas, norms, principles, and behavioural traits from which the students derived”⁴ (Kapur, 2018).

Development of Social Work

Social work dedicated to the practical purposes of life was an essential feature of ancient education. Students were encouraged to apply their knowledge and skills to social work, leading to societal advancement. Because the students stayed at the teacher's house, they were instructed to participate in social activities and learn about household tasks and functions. The students' sacred duty was to collect fuel wood, provide water, care for the livestock, and assist the teacher with other household tasks. They were able to hone their skills and abilities in domestic work while also learning about labour dignity and social service⁵ (Kapur, 2018).

³ In her 2018 book Radhika Kapur, *Education in the Ancient Period*, Research Gate

⁴ In her book (2018), *Education in the Ancient Period*, Research Gate

⁵ In her book Radhika Kapur (2018), *Education in the Ancient Period*, Research Gate

Vocational Training

In vocational training, taught agriculture, animal husbandry, dairy farming, and other occupations. There is a need for assistance because students eat at teachers' homes. Livestock rearing was a necessary domestic job for which trained students. Education was theoretical, and it was also linked to real-world realities. In this manner, the students could efficiently acquire the knowledge required for household chores and social service⁶ (Kapur, 2018).

Personality Development

Individuals obtain education not only to keep their lives running smoothly but also to develop their personalities. It is necessary to focus on morals, values, and ethics to grow as honest and good human beings. Furthermore, knowledge of norms, culture, principles, and standards is essential for personal development. Thus, religious education was the most crucial aspect in ancient India. Personality and character development occur when individuals understand values and norms and effectively implement them.

Focusing on Discipline

Education in the ancient period took place at the gurukul or ashram, which strictly enforced discipline. This meant that they had to strictly adhere to specific rules and policies regarding the education system and daily tasks. Students improve had to exercise self-control and give up lust, greed, anger, and egotism to follow the occupation. Aside from that, the students did not engage in gossip, gambling, hurting others' feelings, dancing, singing, or killing animals and birds. The students were to live a simple life regardless of whether they came from wealthy, high-status families or lower-status families. Students were expected to act with integrity.⁷

Providing Free Education

In ancient India, there was a gurukul or ashram for individual education. And it was entirely self-contained. They had their own set of rules, regulations, and policies that students were expected to follow. The teaching was free, which meant no need to pay a tuition fee. Access to education did not require wealth but rather the ability, skills, and self-motivation to acquire education. The student was never forced, but based on his desire or financial power; he could provide a field, cow, horse, vegetables, and so on. Teachers expressed satisfaction with their students, were motivated and performed their tasks and functions correctly. As a result, the students can obtain an education.

⁶ Radhika Kapur (2018), *Education in the Ancient Period*, Research Gate

⁷ Progress of Education Ancient Indian Education Review

Adjusting School Hours

School hours were used for seven to eight hours per day in ancient times. The classes were held outside, beneath the trees when the weather permitted. As a result, classes are held in an apartment or inside the cottage house when it rains. Temple College was known for its large classrooms with a reasonable number of students. The gurukul was built on the shores of a river or lake. Its entire atmosphere was serene, peaceful, and calm. In this type of setting, teaching would be more effective, and the teacher would be able to impart knowledge more effectively while students listened attentively. Students were wholly focused on their learning during school hours or teaching time, as expected by their teacher. They did not pay attention to anything not part of their school education.⁸

Social Needs

Ancient education was primarily concerned with the needs and desires of individuals and societies. Instructions, training, and motivation are all considered essential components of education. It recognised social responsibilities resulted in accepting political and military science, laws, medicines, and vocational preparation as curricular. During ancient India, the education centres were located in an area adorned by natural beauties amidst flora and fauna and fountainheads of Indian civilisation and culture. The environment of old schools is one of solitude and serenity. Mental concentration was the tool of education. The teacher in ancient India evolved a unique form of education in which synchronisation was established between spiritualism and materialism. Human life was advanced to a large extent toward attending precision and righteousness.

Respects and Effective Communication

The teacher-student relationship was marked by mutual respect, kindness, and courtesy. Because they communicated in a well-organized manner, their communication was effective. Aside from that, their relationship was like father and son, and the teacher guided them in the right direction; when the student became ill or had health problems, the teacher fed them and provided medical treatment. On the other hand, the students also obeyed and listened to all instructions and took care of the teacher as he took care of them. Even when the teacher asked them to go to the forest and get fuel, wood, vegetables, or fruits, they did so without hesitation. Furthermore, the students respected teachers as their fathers and the teacher too, treated students like their son.⁹

⁸ Progress of Education of Review in Ancient Indian Education

⁹ Progress of Education of Review in Ancient Indian Education

We may divide our historical heritage of Indian education into five different periods.

1. Education in the Vedic Period
2. Education in Post-Vedic Period.
3. Teaching in Buddhism and Jainism
4. Education in Medieval India
5. Education in the British Period
6. Education in the pre-independence and post-independence

Education in the Vedic Period

In ancient India, education was defined as a lifelong process of self-improvement. The goal of education was to teach students how to think, imagine, reflect, and speculate about their past, present, and future. In ancient India, teachers were known as "Gurus" who imparted knowledge. The gurus imparted expertise and information to students, so they gathered around the guru, and he occasionally came to live with them as a family member in their home. Gurukul was the name of such a place. The Gurukul was primarily a domestic school and an ashrama where the guru taught, instructed, guided, and assisted students in their personal development. However, education was a privilege for upper-class casts during this period. They were allowed access to social responsibilities according to caste categories such as Brahmin (priests, guru, etc.), Kshatriya (warrior, king, administration, etc.), Vashya (agriculturist, traders, etc.), and Sudra (labourers). However, the learning process was a close interaction between the teacher and the student known traditionally as the Guru-Shishya Parampar began with the "Upanayana," a religious right. The norm was oral education, which required memorization of the Vedas and Dharmashastras later taught metaphysics, logic, and grammar. Self-education was viewed as the ideal way to get the best knowledge. To do this, they need to meditate. Therefore, the most important field of self-education was meditation.

The Mauryan era

Indian society underwent tremendous transformation throughout the Mauryan and post-Mauryan periods as a result of the expansion of urban centres, trade, and the rise of the mercantile. Merchant guilds began to make substantial contributions to the provision of education. They became a technical education centre, teaching metallurgy, mining, and carpentry, weaving, and dyeing. Building and architecture saw the introduction of new strategies and methods. Gradually, urban life became more critical and introduced new architectural forms. In India, Similarly, the guilds supported astronomy in their study of the positions of stars. As a result, the components of Ayurveda were developed based on the Indian medical system, and medical information started to be organised. Medical application

and understanding have grown and gained in significance over time. Sushruta became well-known in surgery, whereas Charaka became well-known in medicine.¹⁰

Gupta Period

“Education was vital during the Gupta period. People generally obtained primary education, but they were required to stay in Brahmanic Aśramas or Buddhist monasteries for formal and higher education. During the Gupta dynasty, women were permitted to attend school. Many educational institutions and universities were established to educate the people, with important academic centres of Pataliputra, Ayāthya, and Nāsiḥ. Another impressive feature was that the Gupta rulers encouraged higher learning by patronising universities in Nālanda, Takshila, Ujjain, Vikramashila, and Vallabhi, each of which specialised in a specific study field. Takshila, for example, specialised in medicine and Ujjain in astronomy. Oral learning was used to impart knowledge and later used literary texts to supplement education. Monasteries also had libraries where they could find essential texts. Along with these students, students from South-East Asia and China also sought study in Buddhist monasteries. Kings and wealthy mercantilists provided donations for these monasteries”.¹¹

Asia was well aware of Nālanda University's reputation for producing top-notch academics. There are classes on Vedānta, philosophy, the study of Purāṇas, epics, language, logic, astronomy, and other topics. Sanskrit was used as both a court language and a teaching language. To guarantee it, education was provided to everyone, and the language used instead of Prakrit was changed to other languages like Tamil, Kannada, etc.

Post-Gupta Period

During Harsha's reign, art and education grew in importance. He promoted all levels of education provided by temples and monasteries. Taxila, Ujjain, and Nālanda universities rose to prominence in pursuing higher education. Hiuen Tsang spent several years in Nālanda studying Buddhist scriptures. In the seventh and eighth centuries, the colleges associated with temples became the new centres for study. They imparted Brahmanical knowledge using the Sanskrit language as the medium of instruction. However, during this period, education became a privilege reserved for the most affluent members of society.¹²

¹⁰ Progress of Education and Review in Ancient Indian Education

¹¹ Progress of Education and Review in Ancient Indian Education

¹² Progress of Education and Review in Ancient Indian Education

Vedas

Vedas are influential in ancient India Education. There are four Vedas that have been emerged as follows.

Rig Veda

The Rig Veda is a prehistoric Indo-Aryan Indian hymnal collection composed in Vedic Sanskrit to support liturgy, ritual, and mystic interpretation. The Vedas is one of the four canonical sacred scriptures of Hinduism. The Rig Veda Samhita, also known as the core text, consists of ten books including 1,028 hymns totaling over 10,600 verses. The earliest layer of the Rig Veda Samhita is among the oldest writings still in existence in any Indo-European language, and it might have been written around the same time as some Hittite texts. The earliest portions of the Rig Veda were written in the northwest Indian subcontinent, most likely between 15000 and 1200 BC, in accordance with philological and linguistic evidence. A board estimate of 1700–1100 BC has also been suggested, though.

It is the world's oldest religious literature still in use, with some of its lyrics still being chanted throughout Hindu rites of passage ceremonies like weddings and prayers. They are Baskala and Sakalya. Aitareya-Brahmana and Kaushitaki-Brahmana are examples of school-specific comments known as Brahmanas, and Bahvrcabrahmana-Upanishad, Aitareta-Upanishad, Samhita-Upanishad, and Kaushitaki-Upanishad are examples of Aranyakas. Deities including Indra, Agni, Rudra, the two Ashwini Gods, Varuna, Maruti, Savitri, and Surya are praised in the Rig Veda. (Progress of Education in Ancient Indian Education Review,n.d.)

Yajur Veda

The Yajur Veda is referred to as the Veda of aphorisms. A collection of ritual offering formulas spoken by a priest when a person carried out ritual actions, such as those done before the yajna fire, can be found in an old Vedic Sanskrit literature. One of the four Vedas in Hinduism is the Yajur Veda. The Yajur Veda was composed alongside the Sama Veda and Atharva Veda, between 1200 and 1000 BCE, according to scholars. The Yajur Veda is split into two sections: the white (Shukla) Yajur Veda and the black (Krishna) Yajur Veda. Instead of "white," which refers to a well-organized and understandable Yajur Veda, the term "black" describes an unorganised, disjointed collection of verses. The white Yajur Veda has been rediscovered twice, while the black Yajur Veda has been rediscovered four times.

There are roughly 1,875 verses in the oldest and oldest stratum of the Yajur Veda Samhita that are unique but come from and build on the foundation of Rig Vedic verses. The middle layer contains the Satapatha Brahmana, one of the Vedic collection's most extensive

Brahmana books. The most complete collection of basic Upanishads, which are crucial to diverse schools of Hindu philosophy, may be found in the most recent stratum of Yajur Vedic text. Among these are the Maitri Upanishad, the Brihadaranyaka Upanishad, the Isha Upanishad, the Taittiriya Upanishad, the Katha Upanishad, and the Shvetashvatara Upanishad. The Yajur Veda contains numerous sacrifices and ceremonies meant to please the gods. When the mantra is uttered and its strength is felt, its value will become clear.

Samae Veda

The Sama Veda is a melodic and chanting Veda. It is an ancient Vedic Sanskrit text part of Hinduism's scriptures. It is a liturgical text with 1,875 verses and is one of the four Vedas. Except for 75 verses, the entire poem is based on the Rig Veda. The Sama Veda has three recensions, and variant manuscripts of the Veda have been discovered in various parts of India. While its earliest features are thought to date from the Rig Vedic period, the current compilation dates from the post-Rig Vedic Mantra period of Vedic Sanskrit, i.e. 1200 or 1000 BCE, but is roughly contemporaneous with the Atharva Veda and the Yajur Veda.

The widely studied Chandogya Upanishad and Kena Upanishad are embedded within the Sama Veda. They are considered primary Upanishads and essential in the six schools of Hindu philosophy, particularly the Vedanta school. The chants and melodies in Sama Veda are regarded as one of classical Indian music and dance roots. It is also known as Sama Veda. The Sama Veda contains sung verses. The seven notes are used to construct the root of these verses. Sa, Re, Ga, Ma, Pa, Dha, Ni are the fundamental notes of Indian classical music. These notes aid in soul liberation by stimulating the human body's energy centres (Kapur, 2018), (From which veda sanskrit literature has began).

Atharva Veda

“The Atharva Veda has a collection of 730 hymns and approximately 6,000 mantras divided into 20 books written in Vedic Sanskrit. Around one-sixth of the Atharva Veda text adapts verses from the Rig Veda, except 15 and 16 number books, the text is in poem form, utilising a variety of Vedic matters. The text has two recessions in modern times: the Paippalada and the aunakya. Consistent manuscripts of the Paippalada edition were thought to be lost, but in 1957, a well-preserved version was discovered among a collection of palm-leaf manuscripts in Odisha. In contrast to the other three Vedas' hieratic religions, the Atharva Veda is a popular religion that incorporates formulas for magic and daily rituals for learning, such as upanayana, marriage, and funerals. The Atharva Veda also discusses royal ceremonies and the duties of court priests. Between 1200 BC and 1000 BC, the Atharva Veda may have been written as a Veda alongside the Sama Veda and the Yajur Veda. The Atharva Veda also has a

Brahmana text and a final layer of material that covers philosophical conjectures in addition to the Samhita text. The Atharva Veda text's last layer contains three major Upanishads that are fundamental to diverse Hindu philosophical traditions. Among these are the Prashna Upanishad, Mandukya Upanishad, and Mundaka Upanishad. The Atharva Veda has significant rituals for obtaining material bliss. It explains illnesses and how to treat them, sins and how to get rid of their repercussions, and how to get rich”¹³ (Kapur, 2018), (S.Srinivas, 2020).

3.3 - Education in the Medieval Period

Before British dominion, India saw a mediaeval era that lasted from the 10th century AD until the 18th century. The predominant educational system was muslim. Mahmud Ghaznavi invaded India 17 times to steal the wealth and built big educational institutions and libraries in his own nation. But subsequently, the Muslim kings rose to power and created a lasting empire in India. They created a new educational system that substantially improved upon the traditional one, but it lagged behind the Hindu era. Only Akbar's contributions to education throughout history can be praised as noteworthy. The Arabs and Turks in the nation developed new traditions, cultures, and institutions. In addition, the Islamic pattern of education stood out and was distinct from the Brahmic and Buddhist systems.

Ancient periods and a social environment were used to bring about the reform of education. The Islamic and Mughal systems were heavily emphasised in the mediaeval educational system. The new initiatives, such as globalisation, the democratisation of education, the formation of segments of a knowledge society, etc., have a significant impact on society. All of these must take into account the meeting's difficulties on a national and international level. With this, educational reforms may occur during the next few decades.

Education's Objectives in Medieval India

The primary goal of education was to broaden knowledge while also promoting Islam. The following were the objectives of education in mediaeval India:

1. To spread Islamic knowledge and propagation.
2. To apply Islamic principles, laws, and social norms.
3. The education system's goal was to instil religious values in the individual.
4. Muslims are primarily oriented toward achieving material wealth.

¹³ Radhika Kapur (2018), *Education in the Ancient Period*, Research Gate

Educational Institutions

It was regrettable that several of the Hindu elite academic institutions were destroyed by the Muslim tyrants. The best example is Nalanda, which served as a global centre of learning. Education that was focused on religion was prioritised during the mediaeval era. Through education, people would be given the knowledge, morals, and ethics that are necessary for survival. The main goal of education during the Middle Ages was to prepare pupils to become knowledgeable in all relevant fields.

Maktabas were the names of the educational institutions. The institution that provides higher education was also known as a madrass. Maktabas often operate off of public contributions, whereas the madrass is governed by laws and nobles. The purdah regime, in place at the time, forbade women from walking in front of foreigners without concealing their faces. Because of this, women's education was not valued. Sanskrit was used as the primary language of instruction at Hindu religious institutions, whereas Parsi was used in Muslim religious schools. These two were combined to create Urdu, a new tongue. It was mostly of Persian origin and had Arabic words written in Persian characters. Significant advancements were made throughout the Muslim era, including the creation of technical and vocational education.

Features of Education

The features or characteristics of education during the medieval period were as follows:

Patronage of the Rulers- The rulers made significant contributions to the spread of education. They initiated educational institutions and universities, as well as invested financial resources. The wealthy individual also made financial contributions and assisted in spreading education.

Absence of State Control- There was no state intervention in the institutions' controlling and educational functions. The rulers did not claim authority and did not take part in the management and administration of educational institutions.

Religion's Significance- Education about religion was crucial in educational systems. They prioritised religious-oriented education, and the aims, objectives, materials, and other aspects were incorporated into the religion-based education system. Furthermore, I believed that emphasising the role of religion would encourage the well-being of the individual and the community.

The Importance of Vocational Education- Vocational education is crucial for individuals because it empowers them to sustain their living conditions adequately. As a result, they developed an interest in producing handicrafts, artworks, etc.

Pupils' and Teachers' Relationships- The courtesy, kindness, decorum, and amiability traits were used to recognise the relationship between teacher and student. The students had to comply and accept the teacher's judgments whether they were approved or not.

Individualised Attention- Since there were only a certain number of pupils in each class, it is one of the major benefits of educational institutions. The teachers were able to focus on the kids as a consequence, and the students were able to generate positive outcomes and find solutions to their difficulties.

Educated Teachers- Teachers at this time were highly educated and committed to doing a good job in their job responsibilities. In great part, the teachers were acknowledged and regarded in high regard. A well-educated person, a well-recognized educational system, and prominent scholars were thought to be created by teachers.

Teaching Assistants- Because fewer students were in the class, the teachers could manage them more easily. A typical teaching method was implemented, and it was required when the teacher felt that they alone could not put education into practice, which was beneficial to the students.

Discipline- Educational institutions and their members, such as teachers and students, were disciplined. Students were punished if they did not follow the rules and policies. Apart from participating in various tasks and activities related to learning, discipline, and so on, It assumed that the importance of discipline was paramount.

Islamic Education System

The medieval Islamic education system replaced the Vedic and Buddhist education systems, because it recognised the significance and necessity of Islamic administration. (n.d., Chapter 3) And the Delhi Sultanate established this educational system. In the Islamic educational system, they placed a strong importance on education, which is the teaching and learning process. They also believed that education was extremely important because it allowed for each person's development and helped them have a good future and secure way of life. (n.d., Chapter 3)

Logic, mathematics, geometry, history, geography, accountancy, literature, public administration, science, and astronomy were among the courses introduced at this time. Furthermore, different strategies and methods were introduced into the educational system, including writing, reading, discussion, logical reasoning, research, and experimental studies. The traditional spirit and theological content were the essential aspects of the Muslim educational system. Traditional (manqulat) and logical (maqulat) science are taught in different sections of the curriculum. Law, history, logic, literature, philosophy, conventional

science, medicine, mathematics, and astronomy. Later, the importance of analytical science overtook that of conventional science. The educational system changed when logic and philosophy were brought into the curriculum.

The Mughal education system

The educational system benefited much from the Mughal era. The Mughal monarchs during this time gained a profound understanding of learning and realised the critical value of education. Through educational institutions like Pathshala, Vidyapeeth, marketable, and madrass, education and learning were made available to the general public. Akbar and the Mughal Emperor established educational institutes. Education was not a state subject at the time. Primary education was provided in temples and mosques, dependent on rulers, wealthy individuals, and donors. In individual's hire Furthermore, Mosques and temples both teach Sanskrit and Persian. The fact that women were not given the opportunity to pursue an education was one of the crucial stipulations that went unaddressed. Nevertheless, affluent and royal ladies obtained their education at home. (Education in India, n.d.)

The Mughal emperors were drawn to learning and literature. The Urdu language was widely used during this time. In order to combat bias in the then-existing educational system, the Mughal emperor Humayan introduced the study of mathematics, astronomy, and geography in the Delhi madrass. Since the majority of Indians studied Persian, translations from Sanskrit to Persian were created. Akbar, the emperor, built a workshop close to his home and added management, accounting, and public administration. However, the orthodox segment of society did not favour his endeavour to establish a scientific and secular educational system. The efforts and contributions made to the educational system by Emperor Akbar endured for centuries. (Education in India, n.d.)

Educational system was limited to reading and writing and introduced strategies such as research, observations, analysis, and experimentation within the course time. However, because these characteristics are frequently complex, people must put particular strategies into practise in order to grasp them practically. However, widely acknowledged strategies include memorising, reading, writing, and discussion. When these strategies are implemented, the individual gains a thorough understanding of them. Emperor Akbar made a significant contribution to the spread of culture and education.

Vocational Education

During the reign of the Muslims, there were provisions for vocational, technical, and professional education. Depending on their interests, skills, and abilities, people pursue education. People engaged in a variety of activities at this time, including weaving, carpentry,

pottery-making, dyeing, artwork, handicrafts, working with metal and precious stones, making clothes and jewellery, etc. The Mughal emperor had a passion for art and craftsmanship, and Mughal artworks are still well-known today. Additionally, there were professional, vocational, and technical results, including delicate fabrics, shawls, painted goods, and gold and silver jewellery. During a religious ceremony, vocational education first got underway. The organisation in charge of offering technical education was the Karkhana. Increasing information and enhancing a person's skills and talents to be proficient in the manufacturing and production processes was the main objective of specialised training. All people must be aware of their job responsibilities, so technical institutions increase their knowledge, training, and abilities.

Educational Institutions

The education system was organised by educational institutions during the mediaeval era to generate professions like doctors, lawyers, researchers, educators, and instructors, among others. The teaching-learning process was carried out properly, as were the curriculum, methods, and teaching. The following types of educational institutions and organisations existed during the mediaeval era:

Maktab

Primary education was provided alongside religious education in the maktab, and students were taught reading, writing, and arithmetic. As a result, its primary focus was on basic Literacy skills. However, apart from this, students were given religious instruction, regarded as highly crucial. The Maktab was also taught general practical skills such as letter writing, applications, and accounting.

Madrasas

Individuals would move to madrasas to obtain higher education after completing their Maktab education, and it was the centre of higher learning during the Muslim period. In addition to religious education, students were given practical training in madrasas. Islamic education was a must for all students. The Mughal emperor Akbar ended this practice by establishing the Hindu religion and philosophy in many madrasas. Medicine, mathematics, history as well as geography, economics, political science, and philosophy, astrology, law were taught in madrasas. The student, who used Sanskrit as the official language, learned about Vedanta, Jurisprudence, and Patanjali.

Methods of Teaching

The maktab teaching method was primarily oral, memorising the assigned lesson. Akbar emphasised writing and attempted to reform the scripts and systematise the education structure. Students' education began with alphabet knowledge, progressed to word wisdom, and finally to sentence formation. In educational institutions, both teachers and students were required to adhere to the policies and procedures and maintain discipline. The teachers were expected to treat the children with respect and courtesy, and the students were expected to comply with their directions. Collaboration and integration between the teacher and the students were expected. The value of practice was emphasised in education. There were no annual or half-yearly exams for students to take, but they were tested in real-life situations as practical from time to time. Military training, artworks, and handcrafts were generally considered of utmost importance. Women were typically discouraged from obtaining an education, but those who belonged to wealthy or royal households could do so.

3.4 - Education in the Modern Period (After Independence)

“In the current era, education still possesses many traits from earlier periods. Renowned centres of higher learning were Taxila, Vikramshila, and Nalanda in north Bengal, Vallabhi in Kathiawar, and Kanchi in the south. As a result of the rules and nobles' sponsorship, Islamic education was widely spread. The majority of Hindus kept up their education and expanded their knowledge of science and literature. In 1781, Warren Hastings founded the madrasa in Calcutta, which launched an oriental workshop. A citizen of Kolkata named Jonathan Duncan founded a Sanskrit college in 1792 to instruct Hindus in order to aid Europeans. Conversely, Christian missionaries worked to bring Western education to the underprivileged, economically disadvantaged, and marginalised sections of the society by building elementary schools”.(Education in India, n.d.)

The "era of educational experimentation" was the first half of the nineteenth century. The East India Company was given permission by the 1813 East India Company Charter Act to set aside one lakh rupees to advance literature, raise the literacy rate in India, and encourage science among those living in British-controlled territory in India. However, when it came to mass education, the British were not taken into account. The primary goal was to develop a sophisticated urban elite class that would interpret both the ruler and the ruled. The test has a big impact in both colleges and high schools. Urban areas experienced a greater benefit from education than rural areas did. The political and social reformers who made significant

contributions to the country's independence movement were educated, which was a positive development. The educational system in schools needs to be improved.

Educational History of Modern India

The history of education can be divided into three phases that are presented as follows:

1st Phase : A Period of Neglect (1813-1902)

Although the East India Company initially arrived to India to look into business prospects, its ultimate goal was to build an empire there. Modern education is the product of a British parliament directive to the East India Company to disseminate education among Indian citizens. When modern education began to emerge in the country, whether it should be distributed among the masses or the classes arose, the East India Company adopted an education policy that hampered mass education. Later, in 1870, the acknowledgement was given to spreading education via Indian languages. The government hired individuals who received their education in English schools. However, individuals who did not attend English-speaking schools eventually established their own group and acquired a superiority mentality.

The policy proved to be beneficial. However, it was not long before all of the men who knew English could find work in the government. As a result, some people work to spread education among the masses to support their families, and others volunteer to teach. On the other hand, some advocated for spreading religious and spiritual education. Some Individuals who possessed English education made significant contributions to establishing schools intending to apply education. Similarly, people throughout the country, regardless of their categories or backgrounds, recognised the value of education and showed an interest in obtaining it. However, the British government places far more emphasis on higher education than primary education.

It also divided the perspectives into three different categories of schools. One school of thought advocated for the use of Sanskrit and Arabic in order to propagate Western science and knowledge. The third school vigorously backed the cause of modern Indian languages, whereas the second school pushed for English as the primary language of instruction and the importance of the English language. The British rulers believed that only English would develop skills and become well-educated. They would be able to put their diligence, resourcefulness, morality, and ethics into practice. They desired that the Indians use Western methods to implement work and functions¹⁴ (Kapur, Education in the Modern Period, 2018).

¹⁴ Radhika Kapur (2018), "*Education in the Modern Period*", Research Gate

2nd Phase: A Period of Intensive Agitation(1902-1918)

The years 1897 to 1902 were silent in Indian history. Lord Curzon was thorough in all facets of administration when he was appointed Governor-General of India in 1899. During this period, social reformers demanded national education because they believed it could protect its culture, values, norms, traditions, and principles. Lord Curzon's education policy included the following elements: The central government will oversee Indian education and the policies put into place, while the British government will oversee all elements of education and direct Indian education. Public institutions would be established as needed. The British government will also raise its education spending.

The university commission was established in 1902 to reform the universities. Sri Gurudas Banarjee and Syed Husain Bilgrami were the only two Indians on the commission. In March 1904, the government issued a resolution on education policy. This resolution noted that the Indian commissions (1882) recommended introducing alternative courses in secondary schools and felt the need to introduce diversified courses to meet the needs and requirements of individuals who focus due to various directions to industrial and commercial pursuits. The resolutions sparked aspirations among the Indians, and they believed that progress was being made in the educational system. The First World War of 1914 impeded the advancement of education.

The national spirit of education was thought to be critical for undermining the foundations of British rule and achieving independence. The national spirit of education allows individuals to recognise the importance of education. It will enable them to raise awareness among themselves in terms of norms, values, ethics, standards, and principles. The national spirit of education also made individuals realise that it is a necessary aspect of social progress. Education not only enables individuals to meet their own needs and requirements, but it has also raised awareness about other aspects required to live an independent life. The education system should be organised in an improved way for the individuals. Mohandas Karamchand Gandhi was also concerned with the overall development of people¹⁵ (Kapur, Education in the Modern Period, 2018).

3rd Phase : A Period of Experiment (1918-1947)

. In 1919 the government of India established an elected provisional legislature. Numerous political activities were carried out beginning in 1921, and within them, educational developments were intertwined. The education field was introduced by Dyarchy, with some

¹⁵ Radhika Kapur (2018), “*Education in the Modern Period*”, Research Gate

subjects falling under the purview of the central government and others falling under the ambit of the provincial governments. The Central Advisory Board of Education was founded in 1921, going against the recommendations made to the provinces regarding educational issues. The 1919 revisions proposed by Montague and Chelmsford infuriated the Indian National Congress. The national education movement was revived when Congress issued a non-cooperation resolution in 1920 and a movement to remove pupils from government institutions emerged.

To a large extent, the Hartog Committee of 1929 recognised educational progress. This was recognised at all levels of education, namely (primary, secondary, and higher education). Some essential suggestions regarding vocational education were made, such as allowing students to choose various vocational courses after completion of middle school. Another goal was to diversify secondary school curricula so that students may choose relevant careers based on what they had learned or been educated in at the end of each level. The Government of India asked two British specialists, A. Abbott and S.H. Woods, to visit the nation from 1936 to 1937 in order to prepare for vocational. The educational system has to be changed in order to find a solution to the unemployment issue. Due to the nation's industrial development, people would be able to find job, which would also address the issue of unemployment.

Other measures formulated in the development of education include the introduction of machinery and equipment so that individuals could use them instead of performing the production and manufacturing processes manually. Industries and educational institutions should work together and integrate. Individuals should be able to find employment after completing their education. The rural people became involved in agriculture and farming practices. As a result, educational institutions needed paintings producing and manufacturing paintings, adequate agricultural knowledge, and information. Other schools concentrated on producing and manufacturing handicrafts and artworks, as artisans and craftsmen could make a living when they learned how to create and manufacture various paintings and handicrafts. As a result, knowledge of arts and crafts gained prominence within the curriculum and instructional systems¹⁶ (Kapur, *Education in the Modern Period*, 2018).

¹⁶ Radhika Kapur (2018), "*Education in the Modern Period*", Research Gate

3.5-The Developments in the System of Education

Ancient Indians were known as being well-educated and intelligent. At that period, Buddhist and Hindu educational institutions were formed; examples include Taxila, Nalanda, Vikramshila, etc. The education was confined to traditional teachings such as religion, logic, etc. Religious education was of utmost importance for all learners. For instance, Islamic education was introduced in India with Maktaba for primary education and Madresas for higher learning. Later on, the advent of the British in Indian began a new education field and gradually its development and expansive change took place. They brought a new education system different from the earlier education system. Thus, they organised a modern scientific education system. As a result, Indian proceeds with the new British education era.

Bengal, Bombay, Madras, United Provinces, and Punjab were the five provinces that made up British India. The Bengal Presidency acknowledged education. The central committee was established in 1823. Most of the committee members were admirers of classical oriental learning. There was occurred positive result, that numerous developments took place in the area of education within the ten years of appointment of the committee. The Calcutta, Madrasa, and Banaras Sanskrit colleges have developed; these were all oriental colleges. The committee's introduction of English classes in eastern colleges was its most significant accomplishment.

“These developments demonstrate that, even under British authority, the native educational system is still widely used. The soundly educated individuals from the west and western traditions and individuals in India as well as in the eastern way, where different regions, through various types of commissions and committees, were initiated by the British government in the various areas, through other governors, for the development of education in India, completely experimented with the development of educational institutions and the entire system. The famed policy was first made public by Governor-General Lord William Bentinck in 1835. It declared that the goal of state funding to education would be to encourage the study of European literature and sciences, therefore the money would be used to extend English education. Macaulay and Harding, two British individuals, made contributions to the subject of education that were significant in the advancement of contemporary education in India. The Bengali government made the decision to establish 101 vernacular schools in 1844, and collectors were given control over the schools' administration and smooth operation. These schools were located in either large villages or urban areas. The

proper implementation of school management is one crucial factor. Numerous students attending missionary schools in the backwards state was a serious issue". (Chutia, 2020).

1854 Wood's Despatch on Education

The wood's Despatch underlined the objective of education policy in 1854; and took arts, science, philosophy and literature into consideration. These took place through either the English language or other languages. (Education in India, n.d.). It is a committee named after Charles Wood was the chairman and had the main objective for analysing the problems in education. The purpose of this committee was to improve the education system so that individuals can benefit and recognise its meaning on a large scale. This committee has significant recommendations, as stated follows¹⁷.

The chief provisions of the Despatch were:

1. Emphasised the teaching of western education and also encouraged oriental education. The medium instruction was English.
2. There was proposed to set up vernacular primary schools in the village and emphasise vocational education. It also highlighted women's education, teacher training education for minorities etc.
3. There created separate departments for public instructions in every five provinces.
4. Grant in aid system was set up.
5. It is recommended for teacher training institutions.
6. Female and Muslim education was encouraged.

The Aim of Education- The main aim of education is to make provision of meaningful and beneficial knowledge to an individual in such a way as to boost their intellectual, moral, and socioeconomic status. In their curriculum and instructions, the principal objective was to make provisions of knowledge that would benefit the individual in overall development. They promote the development, personality growth, and welfare of the community and the nation. Moreover, education aimed to alleviate the poverty conditions and enable them to earn their livelihood better.

The Curriculum - The curriculum or subject comprised Persian, Arabic, and English, science, social science, law, accountancy, public administration and literature. These were the subjects that would be advantageous for the individual in every possible manner.

The Medium of Instructions- The instructions' primary purpose was to ensure that students could efficiently understand subjects. When the medium of instruction is appropriate and well

¹⁷ Radhika Kapur (2018), "Education in the Modern Period", Research Gate

understood by the individuals, their learning is facilitated in a well-organised manner. The medium of instruction was English, and it was widely accepted. Besides, English, Sanskrit, Persian, Arabic, and Urdu were also accepted as the medium of instruction.

University Education- To develop higher education, two universities were established, one in Bombay and another in Calcutta. The pattern structure of education was based on London University. In recommendation of this University, in India one University established Madras and other parts.

Expansion of General Education- There was equal opportunities for all to acquire education. There should be discrimination between individuals based on caste, race, creed, ethnicity, religion, occupation, gender or socioeconomic background should make individuals belonging to all categories and backgrounds provisions for equal opportunities in educational institutions.

Wood's Despatch can be regarded as the foundation of our present education system. It was the comprehensive document for an organised education system in India. The Despatch accepted the responsibility of Indian education lies in British Government. Apart from this, the Wood despatch assisted in the rapid westernisation of the Indian education system.

The Hunter Commission, 1882 The Indian government commissioned the Hunter panel in 1882 to investigate the tenets of Wood's despatch and provide recommendations for crucial reforms in the educational system. Its principal suggestions were:

- The enhancement of primary education was prioritised, and the methods, objectives, curriculum, and management were all clearly stated.
- The idea was established for secondary education. It is separated into two parts: preparing students for commercial and vocational careers, and having a university entrance exam.
- With the grant in aid system, the commission recommended encouraging private enterprise in education. And also, indigenous education was encouraged.

However, the commission's comments mostly focused on elementary and secondary education. On every level of education, it offered insightful advice. The education department underwent significant adjustments as a result of the commission's report. Due in part to the passion for private entrepreneurship, schooling significantly increased between 1882 and 1902. The commission so holds a special place in Indian educational history.

The Indian University Act,1904

In the early 20th century, Indian nationalism and discontent with the British government's educational practises developed. Political development consequently acted and responded to academic growth. In colleges, schools, and other educational facilities that prepared students for political revolutions, according to the official narrative, there was a great deal of indiscipline¹¹. Viceroy Curzon therefore wanted to reform India's educational system, and in order to do so, he called a meeting of the country's top academic officials. The Act was subsequently passed in 1904 as a result of the Indian Universities Commission's findings. The important suggestions are:

1. 1. The universities intended to expand their authority, encourage study and research, and hire professors and lecturers.
2. Most of the university fellows were appointed by the government, and the governor controlled the universities. The vice-chancellor was to be nominated by the government.
3. The Act of University regulates private colleges by establishing stricter requirements for affiliation and routine inspection.

The nationalist movement had raised issues with mass education, and the nationalist leaders rejected the Act. The leader of the Indian nationalist movement, Gopal Krishna Gokhle, requested that the government accept the idea of free and mandatory education. In the name of effectiveness and quality, Curzon defended the expansion of government oversight of the educational system. He nevertheless tried to impose restrictions on education and mould intelligent people into being loyal to the state.. His main motive was political and partly educational. The Indian learned people suspected the Curzon policies were attempting to strengthen imperialism. But a good outcome of Curzon's approach was the sanction of grants to improve higher education which had become a permanent feature since then. His tenure can be regarded as the beginning of a movement for educational reconstruction in India.

The Commission of the Sadler University

In 1917, the Indian government appointed the Sadler Commission to investigate and analyse the problems at Calcutta University. Hence, Dr M.E. Sadler was appointed as the chairman of the Sadler University Commission. The following were the main recommendations:

- • It advised the twelfth school course, and the pupils were to enrol in a university after the intermediate examination was evaluated. The commission also suggested creating intermediate and secondary boards of education.

- After completion of intermediate, the degree course should be confined to three years.
- It focused on the need for the extension of facilities for females and facilities for the training of teachers.
- It emphasised in setting up of educational institutions for providing teacher training.

The Sadler commission improved school to university education, and secondary education is essential for advancing university education. Seven new universities were established: Patna, Banaras, Aligarh, Dacca, Lucknow.

Education under Diarchy, 1921-37

The Government of Indian Act, passed by the British parliament in 1919, split the provincial administration into two groups: Councillors and Ministers. While the ministers were in charge of the transferred topic, the councillor was in control of the reserve subjects. The transferred topic was education, which fell under the direct authority of Indian ministers. As a result of the English councillor's failure to provide the necessary funding, ministers were unable to make any meaningful changes to education. They were quite upset because of this, yet despite these challenges, charitable education was rapidly expanding.

Hartog Committee, 1929

Rapid expansion of education resulted in the deteriorating quality of teaching and lowered the standard. Hence the Hartog committee's report focused on this matter. The committee underlined the value of primary education but banned the hasty expansion. The committee proposed diversified curricula and emphasised industrial and commercial subjects more to enhance their practical knowledge and occupation. Moreover, the committee pointed out the weakness of university education for a lower standard.

Wardha Scheme of Basic Education

In 1935 British parliament passed the government of India act, and famous ministers were assigned for provisional subjects, known as temporary autonomy. After that, the congress party came into power in seven districts and set a national education scheme. Mahatma Gandhi proposed a primary education scheme known as the Wardha scheme. Its main objective was 'education through activity'. The primary purpose of this basic education was to solve the problems of literacy, unemployment, poverty etc. Thus, the Hussian committee worked out the details of the scheme, prepared detailed syllabi for several crafts and made suggestions concerning the training of teachers, supervisions, examinations and administrations. In 1939, the scheme was postponed due to an outbreak and congress registration.

Sergeant Education Plan

A report on the situation was provided in 1944 by the central advisory board of education. The Sergeant Plane of Education is named after Sir John Sergeant, a consultant to the Indian government. It is advised that elementary schools and high schools be established under this level of education. Additionally, it made universal free and compulsory education for kids aged 6 to 11 years old. There were two kinds of high school: technical and academic. It is also seen as the nation's effort to rebuild its educational system.

Development of Educational Institutions during this Era.

During this time, the British government established educational institutions with English as a medium of instruction. Thus, local philanthropists also established many institutions. In 1982 there were four universities and sixty-seven colleges established. Gradually the number had increased, and in 1922 there were fourteen universities and 167 colleges. Likewise, in 1947 twenty-one universities and 496 colleges were in operation.

Conclusion

From the above discussion, we found that Education was neglected by the British Government and assumed it was a private effort. There were significant difficulties in Indian Education during the British as follows:

- The Indian Government was not responsible for running educational affairs.
- British Government's primary motive was to make money.
- There was controversy regarding the medium of instruction.
- British companies wanted to educate only a few people required to run affairs of the Government.
- Britishers feared that people might ultimately come through their voices against British rule after receiving higher Education.

“The British Government recognises the importance of Education in administrative work for Indians. Sizeable administrative staffs were required to rule a vast country like India, again, needed knowledge of English and vernacular for higher-level personnel in the country's service. On the contrary, Indian leaders demanded that the British Government take responsibility for education- and raise funds for the education sector. The Government made significant efforts for Indian Education, such as Wood's despatch, the Hunter Commission, the University Act 1904, the Hartog committee, etc. though they attempted to develop Indian Education, their main goal when making policies was imperialism. For example, Macaulay wished to create a class by educating people who were "Indian in blood and colour, but English in tests, opinion, morality, and intellect"¹³. The English language most likely

became a source of Indian nationalism. There was haziness in the national educational system, the goal, and education administration during British rule. Except for a few rare exceptions, the British Government of Education imparted to Indians was solely for their benefit. Every part of our education was incredibly unsatisfactory, despite India's almost century-old, well-articulated educational system and their isolation in favour of the swift advancement of education in that country. As a result, free India faced numerous challenges in expanding Education to the masses. Later, the free Indian Government acknowledged the entire educational system, and some of the British Government's contributions are still being used in the current education system”¹⁸ (Kapur, Education in the Modern Period, 2018).

3.5.1-Recent Developments in the System of Education

In recent times development in education has been numerous. In the present existence, policies, rules, and measures are being formulated by the government to advance the education system in the rural community. Different strategies, methods, and planning are introduced to develop an overall education system. When any developments are made within the education system, the main objective is to ensure the benefit of teachers and students. Besides, the development needs to be focused on improving teachers' career opportunities and leading to operative growth and development of the students. The teachers are encouraging students to use technology to implement assessments and projects.

Nowadays, Technology is regarded as of utmost importance in the education system. The utilisation of Technology primarily by the students for their tasks can enhance skill and learning. The internet is an indispensable source for individuals in gaining knowledge in different areas and subjects. The Right to The Education Act of 2009 put forth rules for free and required education for kids between the ages of six and fourteen. In 1995, it also started the mid-day meal programme to provide healthy meals for pupils. The Rashtriya Madyamik Shiksha Abhiyan (RMSA) scheme was introduced during the eleventh plan to increase access for all students and the quality of secondary education.

3.5.2- Profile of the Indian Education System

System of education in India is the world's second-largest, chasing only China. It is estimated that 32 per cent of the population in the country is under the age of 15. As we all know, today's children are the country's future citizens. As a result, it is critical to provide them with a high-quality education. To provide high-quality education, state and federal

¹⁸ Radhika Kapur (2018), “*Education in the Modern Period*”, Research Gate

governments must develop policies and practices that promote innovative and modern strategies and methods for improving education systems. Various organisations India is a secular country with a multilingual population compared to other countries. It has main 15 languages and hundreds of different languages and dialects. Hindi is the national language, and around 58 per cent population speaks Hindi, wherein 44 parents are the first language. Presently the English language is considered a critical language, and for the individual to acquire higher education, it is essential to have English language skills.

In India, nearly half of the population resides in moderate and severe climatic conditions. Approximately 70 per cent of people live in rural areas. They practice agriculture as their primary occupation and engage in farming practices depending on the climate condition. The university system can help students prepare by educating and mentoring them about changes in climatic conditions. The National Policy on Education (NPE) of 1986 was the first to highlight the momentum for integrating environmental education into the formal education system. India Furthermore, the National Curriculum Framework 2005 places a strong emphasis on ecological issues and project-based learning. Climate change education has three components: awareness, capacity building, and innovation. Since 2002, India has invested in education to adapt to climate change.

The following areas can understand the Education system in India. in individuals hire

Formal Education

Formal Education is a systematic way or hierarchical structure in an appropriate manner. It is chronologically graded from primary education to secondary, upper secondary, and the university education system. Besides these, formal education makes provisions for specialised technical, vocational courses, professional, and training. To acquire formal education, the individual needs to have several factors: interest and ability, health condition, mental conditions, financial support, socio-economic background, geographical locations, etc. The individual may discontinue their education or may not go for higher education if one factor became an impediment to all these factors during pursuance of education.

Primary and Middle Education

The primary level of education is where the government should focus its attention. Article 21-A, which declares all children between the ages of six and fourteen to be entitled to free and compulsory education as a Fundamental Right, was added to the Indian Constitution by the 86th Constitution Amendment Act of 2002. The primary school has grades one through five, while the middle school has stages six through eight. Both of these grades are required. Primary education plays an essential role in laying the groundwork for a student's future. As a

result, the educational authority should organise the curriculum and instructional system in a way that is easily understandable to students, with the primary goal of meeting the needs and requirements of the students. If the students can establish a solid foundation, they will pursue higher education.

Secondary Schooling

Secondary education ranges from nine to twelve classes, ranging from fifteen to seventeen. These students are educated at no cost in government schools. Fees in private schools, on the other hand, vary significantly. In grade 11, students must select a subject area based on their interests. Humanities (Arts), Science, Commerce, and Vocational courses are the primary options. In the 11th and 12th grades, students choose one of these streams. They pursue a Bachelor's degree in the stream they decided in the 11th and 12th grades. More than 15 lakh schools and senior secondary schools serve 30 million students in India.

Higher Education

Colleges and universities are the most well-known examples of higher education. After completing secondary school, this education is primarily optional. The individual either pursues higher education or enters the labour force. Nowadays, the majority of students pursue higher education. Upon completing a Bachelor's degree, students are enrolled in Master's programmes, usually in the subject of their choice from their Bachelor's degree. The Master's degree is primarily a two-year programme, after which some students pursue Doctoral programmes. Various scholarships and fellowships are available for this education, and students apply for them based on their eligibility. Fellowships are open to Doctoral Scholars who meet specific eligibility requirements.

Vocational and Technical Education

This education is primarily concerned with knowledge, skill-based, innovative, and technological education in terms of which an individual can pursue a career. Due to globalisation and industrialisation, individuals improve their skills, knowledge, and information about technology, production, manufacturing processes, and scientific and industrial development. Numerous centres of excellence provide this education, such as the India Institute of Technology (IIT) and Indian Institute of Management (IIM) and reputable institutions with well-qualified and talented graduates. This education is becoming increasingly important in India.

Distance and Open Learning

This type of learning is an important and necessary initiative that has begun in India. The largest university in India that offers this type of education was founded in 1985. Many people are compelled to discontinue their formal education and seek employment. This occurs due to various financial, medical, geographical, and physical factors. This type of education encourages students to pursue their educational goals by enrolling in higher education via distance and open learning. Students can learn by reading lessons sent to them by foreign institutions rather than attending classes in this educational system. This education is becoming increasingly important in today's society, and enrollment increases significantly. The students are not in direct contact with the instructors; they can only communicate via emails, messages, phone calls, etc. Even if students make mistakes in their lesson plans, they cannot share them with their instructor face to face, which is a disadvantage of this education.

Adult Education

A person is regarded as an adult once they turn 18 years old. In the sixth plan, the Minimum Needs Program has been expanded to include adult education, which primarily targets adults between the ages of 15 and 35. 80 million illiterate individuals must be educated, according to the National Literacy Mission (NLM). For the purpose of enhancing skills and capacities, schools and training facilities have been built.

Training Programs

The primary goal of this training programme is to help the individual develop the necessary skills. A training program could be a short-term or long-term programme that the individual acquires while working. The individual pursues a variety of careers and is involved in various career opportunities that necessitate training. For example, if a person is interested in teaching at the primary, secondary, college, or university levels, they must have the necessary qualifications and technical skills. Training is required for this Indian educational authority before beginning a teaching career. There are training programmes for primary teachers, D.El.Ed (CT), and secondary teachers, B.Ed., meet this need. Individuals must first improve their technical skills and knowledge to participate in various job opportunities. As a result, when multiple organisations hire individuals who hire India, they must participate in numerous training and development programmes.

Informal Education

Informal education implies that there is no systematic method of learning. It begins with the moment of birth. Learning is a lifelong process that occurs from birth to death. Every minute since inception, the individual could learn. The individual's family primarily acquires this

education, friends, relatives, and other environmental forces, all of which play an essential role in the individual's growth and development. The individual's family serves as the foundation for learning and growth.

Non-Formal Education

Non-formal education is a structured educational activity outside the formal educational system. Community groups and other organisations play a vital role in this education. The individual pursuing this education is primarily concerned with developing their skills and abilities to sustain their living conditions. For example, if a person wants to work in a computer centre, he would improve his technical skills and learn all the necessary knowledge and information about the job¹⁹ (Kapur, Education in the Modern Period, 2018).

3.5.3-Education for the Weaker Sections

The goal of education is "education for all and to being integrity by providing justice to all section of society"(Prensky, 2014). Education is a scientific and systematic process that helps in the individual and nation's social changes and progress. Education is the factor that contributes to capital formation and is an essential element in economic development. We can't ignore the weaker section, downtrodden and oppressed groups such as schedule caste, schedule tribe, women, backward classes, etc. However, in the contemporary Indian context, the weaker sections refer to the group historically, socially, economically and politically exploited from time immemorial for a long time by the dominant section of society. But the modern education system tries to narrow down the gulf between oppressed and oppressor or fill up the gap between upper and lower classes within the social system. The current education system provides the scope for an egalitarian society.

Equality of opportunities in the education system

It indicates equality in economic, political, cultural, social, spiritual, religious, etc. are required in the equality of educational opportunities in the education system. Reservation as an opportunity for the deprived section of society is a small step toward maintaining equality in the rigid social structure in any part of the world. The concept of equality has specific parameters to concern below and above or advanced in determining equity. And whoever comes below the equity line is called a weaker section or deprived or disadvantaged section of the society.

¹⁹ Radhika Kapur (2018), "Education in the Modern Period", Research Gate

Equality in education refers to the availability of equal educational opportunities for all qualified individuals, regardless of caste, sex, religion, language, race, colour, political opinion, national or social origin, economic circumstances, or place of birth; equality does not imply that all people have equal capacities; rather, each person should receive opportunities that are justified by their innate abilities. Nobody should cease going outside until they are unable to go up.

B.R. Goyal (1983) presents the following view on the concepts of equality of educational opportunities with specific reference to the Indian context:

1. There should be a basic education standard for all Indians.
2. The primary criterion for allocating educational chances should be the pupils' intrinsic aptitude and skill.
3. Neighbourhood school systems should be implemented in India in place of the current public education system, and an important curriculum should be implemented in order to help students progress their skills.
4. If a student is unable to support oneself, he or she should be assisted in taking advantage of financial aid alternatives like loans or scholarships.
5. Availing educational opportunities should go hand to hand with recognising academic merit as a means of securing or even loans.

3.5.4-Equality and equity in education at various levels

Primary level

The state government is responsible for providing educational opportunities to all children until they complete the age of fourteen years. It means there should be universal enrolment, universal provisions of physical facilities and universal retention (Meheta, 1995). However, this is called universalisation of primary education, and the curriculum should be based upon the basic needs of an individual or should be primary education.

Secondary level

Equality and equity in education at the secondary level is the availability of educational opportunities for the individual on their diversified interests, aptitude and capacities. At this stage, the individual differences are observed (physical, social and emotional), and here an important aspect is the availability of vocational and technical education opportunities than general education. The population at this stage is active from a production point of view.

Higher-level

Equality on a higher level is educational opportunities based on merits. Still, there is the reservation of seats from the social point of view for equality: and the importance is equity and equality in education. Education plays a vital role in developing and creating an egalitarian society. This type of society favours the principle of equal rights, welfare and equal opportunity for all citizens irrespective of caste, race, gender, class and religion. This type of social system is the goal of Indian democracy, and education is one of the instruments to bring social changes to the social structure.

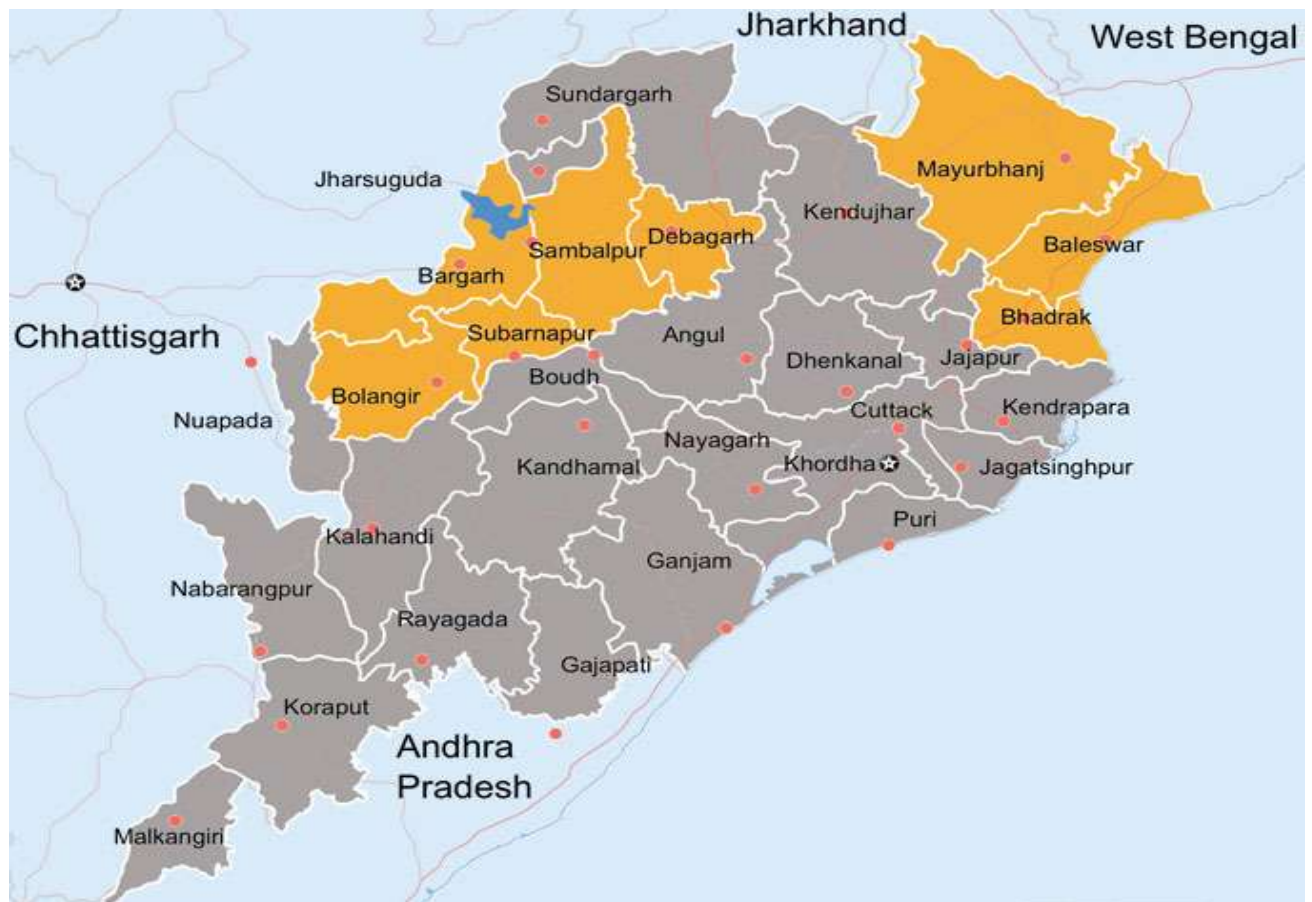
3.6-Background and Education System in Odisha

Literacy Rate in Odisha

“According to the 2011 Census report, Odisha has a total population of 4,19,74,218 people, 3,49,70,562 of whom live in rural areas, and 70,03,656 of whom reside in urban areas. In addition, 45,25,870 of the 52,73,194 0 to 6 year old children in the State live in rural areas compared to 7,47,324 in urban areas. There are 2, 67, 42,595 literate people in Odisha overall, with 2, 13,77,915 of them living in rural areas and 53,64,680 in urban areas.

On the report of the 2011 Census, Odisha has a literacy rate of 72.9 %. Literacy rate in rural areas is 85.7% in urban areas. Male rural literacy rates are 79.6 %, while female rural literacy rates are 60.7 %. Thus in urban areas, the male literacy rate are 90.7 %, while the female literacy rate is 80.4 %. The highest literacy rate in the district of rural areas is Jagatsinghpur (86.5 %), while the district with the highest literacy rate in urban areas is Khordha (86.5%) (91.0 %). The rural regions of Nabarangpur district have a low literacy rate of 43.9 %, while the district of Malkangiri has the lowest urban literacy rate of 74.5%. The rural areas of Jagatsinghpur district have the highest male literacy rate of 92.5 %, while the district of Khordha has the highest urban male literacy rate (94.2 %). The district of Koraput has the lowest rural male literacy rate (54.1%), while the community of Malkangiri has the lowest urban male literacy rate (54.1%). The district of Jagatsinghpur has the highest rural female literacy rate (80.4 per cent), while the district of Koraput has the lowest rural female literacy rate documented (31.3 per cent). The district of Khordha has the highest urban female literacy rate of 87.5 %. In contrast, the district of Malkangiri has the lowest urban female literacy rate of 64.9 per cent” (Department of School & Mass Education Government of Odisha).

The Background of Odisha



On India's east coast sits the state of Odisha. The states of Jharkhand, West Bengal, the Bay of Bengal, Chhattisgarh, and Andhra Pradesh all border the state to the north, northeast, east, and south, respectively. Bhubaneswar serves as Odisha's capital. Most people speak Oriya, which is the official language of the country. The state features top-notch tourist attractions and physical infrastructure. Odisha is a centre for both industry and education.

3.6.1- Modern Education is Growing in Odisha

In both ancient and mediaeval Odisha, the traditional educational system was prevalent. The traditional education system in Odisha, on the other hand, was destroyed when modern education emerged during the British era. By printing the Old and New Testaments in Odia, Christian missionaries helped the East India Company create modern education in Odisha. Missionaries founded the first primary school in 1822. The adoption of English education was one of the lasting effects of British control in Odisha. The British tried to modernise Odisha by increasing educational opportunities in the region. The British government's efforts to promote modern education contributed to the modernization and advancement of Odisha. It was possible to see a turning point in the development of the educational system in Odisha.

Pre-British Odisha education

“Education was primarily self-contained before 1803 (when the British took over Odisha). The temples, Sanskrit Tols, Bhagavat Tungis, and wealthy men's homes housed the schools (Pathasala). Reading, writing, and applying basic mathematics or traditional knowledge are valued by the Avadhanas (teachers). The students were taught Oriya literature, such as Jagannatha Das's Bhagavata and Puranas. The Odisha Kings ran no Odia schools at the time. As a result, education in pre-British Odisha was quite irritating. The School and Mass Education Department was established in 1993 as a separate division to handle issues pertaining to the state's Sanskrit, Computer, Special, and Mass Education programmes as well as Elementary, Secondary, and Teacher Education and Training programmes. Given the availability of State resources for the education sector and help from the Central Government under various initiatives, the funding for growing these sectors are being observed. The government of Odisha has taken a number of positive measures to ensure that elementary education is available to all residents of the state. Due to the demand for Elementary

Education, the Primary and Upper Primary School levels of education have been expanded in the Government sector, especially in rural and underdeveloped areas”. (Education D. o.).²⁰

3.6.2- Odisha's elementary education situation

There are 35928 primary schools and 20427 upper primary schools in Odisha that offer instruction at the elementary level (Department of School and Mass Education). Additionally, 491 new elementary schools and 490 new upper primary schools have been built as part of the SSA (Sarva Siksha Aviyan) initiative to provide education in unstable areas. There are 66 lakh students in the age range of six to fourteen, of whom 12 lakh are members of the SC and 17 lakh of the ST. Additionally, 1.87 lakh kids are not in school, with 0.3 lakh of them belonging to the SC community and 0.9 lakh to the ST community. Out of which, 56,995 children attended those schools regularly, and new schools opened up in the region after the enrolment push. The government took the initiative and opened new primary schools in the following ways to increase access to basic education and achieve 100% enrolment:

- • New primary schools will be built in KBK districts and Tribal Sub Proposal regions where there are at least 25 households with children ages six to fourteen and no primary schools within one kilometre.
- • In all districts, natural barriers such as rivers, mountainous terrain, dense forests, etc., could be used to set distance criteria for the opening of new primary and upper primary schools.
- • There are 218 minority-run primary schools, and 599 of the instructors there receive government funds.
- • In addition, the government of Odisha provides financial support to Oriya Medium Schools operating in neighbouring states. (Department of School and Mass Education).

Grant-in-Aid:

In the state, there are 691 successful, assisted private upper primary schools. 1568 members of the teaching and non-teaching personnel receive grants in order to start these schools. Under the OE Act of 1969 and the Odisha Education Payment of GIA Order 2004, the Government grants GIA (Block Grant) to 867 eligible Upper Primary (ME) Schools.

Supply of Free Textbooks:

All primary level (Govt. & Aided) students in Class-VIII received free textbooks in every block point throughout the 2010–2011 academic years. Students studying in states other than

²⁰ Growth of Modern Education in Odisha(2018), History of Odisha

Andhra Pradesh, Gujarat, Jharkhand, West Bengal, and Maharashtra have also received free textbooks. Free Urdu textbooks are available to students at government-sponsored madrassas.

The preliminary decision was taken:

The Zilla Parishad has approved Sikshya Sahayaks for regular employment as primary school teachers after they have accrued six years of continuous service. Additionally, the government of Odisha has decided to extend the benefits of the Block Grant to primary-level Madrasa teaching staff..

Secondary Education

In the state, there are 151 acceptable high schools, 849 recognised high schools, and 6193 government-aided secondary schools. Private high schools that qualified for block grant funding in 2004 and 1981 were recognised under the GIA Rules. 1375 Contract Teachers have applied for the 3210 vacancies that were posted. High school contract teachers were given the minimal basic wage of their respective fixed scale under the Revised Scale of Pay 2008. 799 non-teaching employees were approved by the government in 2010 as part of the Restoration Support Scheme. In high schools, computer literacy is encouraged. The Board of Secondary Education has made computer education a choice topic in the curriculum for secondary schools.

3.6.3-Universalisation of Secondary Education

A. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

The RMSA is a national flagship initiative that was started in 2009–10 to universalize secondary education by making high-quality education available, affordable, and accessible to all children between the ages of fourteen and eighteen, with a strong focus on the gender, equity, and justice components.

Objectives are:

- To construct a secondary school within five kilometres, and a higher secondary school within ten kilometres of each dwelling.
- Within five years, a Gross Enrolment Ratio (GER) of 75% for grades IX and X. (2013-14).
- By 2017, secondary education will be accessible to everyone.
- By 2020, universal retention
- Secondary Education (S.E.) access for all pupils from disadvantaged backgrounds.
- The excellence of advanced education guarantees improved intellectual, social, and cultural education.

- The 2010–2011 Annual Work Plan is currently in effect, as is the five-year Perspective Plan.

National Scheme of Incentive to Girl Students

To support girls in the secondary school age range of 14 to 18 years old who complete class VIII but later drop out for a variety of socioeconomic reasons. Additionally, this proposal called for keeping the kids of such girls until class XII. With the exception of 2004–2005, the dropout rate for girls in grades I–VIII was roughly 50.8%. In the same year, 64 percent of girls' children in classes I through X dropped out of school. Therefore, only 36% of students who are female could participate up to class X. The parents' inability to cover the cost of the girls' education in Odisha was the cause of the situation. Launching a supportive environment to reduce dropout rates, encourage girl child enrolment in secondary schools, and approve their retention up to the age of eighteen feels right to S.C. and S.T. communities.

Modernising Madrasas Education:

In order to make academic ability for classes I–XII practical for the children learning institutions, this system is designed to encourage traditional institutions like Madrasas and Maktabas by providing charitable financial assistance to include Science, Mathematical, Social Studies, Hindi, and English in their prospectus. It will be philanthropic to modernise outdated practises like madrasas and khatabs. With this system, pupils would have the opportunity to get secondary and senior secondary education that is on par with the National Education Scheme. This will give kids the opportunity to pursue higher levels of education and create more employment prospects. The National Institutions of Open Schooling (NIOS) allows Maktab/Madrassa/Dar-ul-Uloms to qualify as study centres for primary and middle school as well as secondary and senior secondary education. The system will also work to boost students' chances of ignoring the job market and promote free enterprises for children studying in Madrasas that help students older than 14 years old. By keeping an eye on the Madras modernization programme and raising education awareness among the Muslim community, the system will also support the State Madras Board's decision to offer aid. The system will focus on the in-service training of teachers chosen in accordance with the pattern for teaching contemporary subjects like Science, Mathematics, Social Studies, Hindi, and English in order to advance their pedagogical skills.

Sanskrit Education:

To expand Sanskrit Education in the State, 10 Governmental Sanskrit schools have been installed. Also, there are 192 non-Govt—Aided Sanskrit, which is reporting Sanskrit Education in the State.

Odisha Primary Education Program Authority (OPEPA)

On January 30, 1996, OPEPA became a recognised society. The School and Mass Education (S&ME) department of the Government of Odisha is in charge of achieving the objectives of Universal Elementary Education (UEE). To comprehend the goals of UEE, the S&ME department works through two organisations, namely the Directorate of Elementary Education (DEE) and the Odisha Primary Education Program Authority (OPEPA). Teachers, inspectors, and administrators fall under the purview of the DEE, while the lead SSA programmer is enforced throughout the state by OPEPA. There are 65712 educational institutions with 65.29 lakh students enrolled in them.

Children's Right to Free and Compulsory Education

All children between the ages of six and fourteen must get an elementary education as a condition of their enrolment, attendance, and graduation, according to the law requiring compulsory education. Each child between the ages of 6 and 14 has the right to free and compulsory education, according to the 86th Constitution Amendment Act's addition of Article 21A. India became the 135th nation to declare education a fundamental right for all children when the statute went into force on April 1, 2010. The terms "free and compulsory" are part of the Right to Education (RTE) Act's name. Free implies the government will give all forms of facilities for pursuing education up until the end of primary school. Similar to private schools, public schools must provide free education to all students, and school management committees are responsible for running the schools (SMC). A private school must disclose that at least 25% of its classes are free. To guarantee the standard of all facets of primary education, the National Commission for Elementary Education will be established.

Main Features of RCFCE Act 2009

“All kids between the ages of six and fourteen have a right to free, public education. According to this law, no child may be held back from finishing their elementary education or required to pass a board exam. Additionally, there is a provision for dropouts from school to receive specialised instruction to keep up with pupils their age. No child's application for admission to a school shall be denied due to age verification. A primary-age child will receive a certificate that: i) demand a secure student-teacher ratio; ii) could apply to all of India, excluding Jammu and Kashmir; iii) provides 25 percent registration for economically disadvantaged communities in admission to class-1 in all private schools; iv) mandates

improvement in educational quality; and v) mandates school teachers obtain a satisfactory professional degree within five years or face job loss”. (Education D. o.)²¹.

3.6.4-Educational Schemes of the Odisha Government

1. Free Distribution Cycle

In 2011-12, the Odisha government started the "Free Cycle distribution" Yojana to reduce the dropout rate and increase enrolment, especially for the 10th class. The government selected government schools, state government-aided schools, block grant schools, and other SC and ST schools for the scheme's benefits. The scheme effectively provided 2,600 for buying a cycle, and it has been increased to 35,000. In 2011-12, 2, 61 975 total students were distributed during the free cycles in the academic year. For this, the government spent around sixty-eight crore and eleven lakh. However, this scheme has been successfully implemented each year since it was initiated. And it has a vital role in reducing the dropout rate and increasing the enrolment rate for the tenth class.

2. State Institute m of Open Schooling (SIOS), Odisha

The above is a registered institute under the Societies Registration Act 2015 by the Govt. of Odisha. The main objective is to educate all, with particular concern for dropout girls, women, deprived rural and urban youth, SC/ST, differently-able people, and other disadvantaged people. OSEPA is the in-charge director of SIOS. It started with 07 districts in 2015 and extended to all 30 communities in 2017. To implement this, three hundred forty-four study centres have been opened in government schools, including 314 block headquarters and 30 district headquarters. Under this program, meeting the parents of failed and a dropout student is done twice a year to mobilise them to enrol their children. From 2015-16 to 2019-20, 83879 students have been registered, and 48600 students have been declared passed by the BSE, Odisha, Cuttack.

3. Ujjwal and Utthan (2018)

In 2018, Odisha state government announced the implementation of two educational schemes known as Ujjwal and Utthan to help improve elementary education. According to the

²¹ Growth of Modern Education in Odisha (2018), History of Odisha

recommendations of the state education department, the schemes will aid in the improvement of learning systems in public schools.

Some key features of the scheme

1. The Ujjwal scheme was implemented for only primary classes from 1st to 5th.
2. Likewise, the government rolled out the Utthan scheme for implementation from 6th to 8th class. As per government concern, both schemes will help enhance the level of knowledge for students and improve their performance.
3. It's been developed primarily to offer benefits to over 40 lakh students within the state and is expected to impact the students' learning efficiency.
4. It also provided a training programme to over 1.41 lakh teachers in 2018.
5. Under this scheme, the government expects that the learning outcomes for every student in a state school will improve as per their grade level.
6. As part of the program, it is expected that the government will try to provide world-class educational facilities for the students.

4. Mukhyamantri Meddhabruti Puraskar Scheme.

The scheme aims to provide scholarships to students who have just passed their 10th standard exam. This programme recognises the top students and raises the state's merit. This scheme's main objective is to give money to people who sit the next board exams in hopes of winning cash rewards. Therefore, the government will give Rs. 5000 per student, providing about 40,000 students across the state. This scheme not only focuses on academics but will also consider extracurricular activities such as sports and music. The provided reward will encourage students to pursue their higher education. In this way, more and more students will be motivated to pursue higher studies.

5. Educational Loan Program: Kalinga Sikhya Sathi Yojana (KSSY)

The Kalinga Sikhya Sathi Yojana (KSSY), a brand-new programme from the Odisha government, offers prospective students of higher education a loan with only a 1% interest rate. In 2016, it was introduced by the illustrious chief minister of Odisha, Shri Naveen Patnaik. The programme has been introduced to lessen the financial load on parents of students who wish to pursue higher education.

The scheme provides educational loans of up to 10 lakh rupees to pursue higher courses. The repayment period will be up to 10 years and 15 years for loans sanctioned up to 7.5 lakh and

10.00 lakh. Apart from that, there are eligibility criteria for availing of the loan under the scheme.

6. Banishree Yojana, 2022

“The government of Odisha has launched the Banishree scholarship to promote education among children with special needs (students with disabilities) in 2022. The scholarship is available from classes 1st to 5th. This is only available to those students whose parent's income is less than sixty thousand per annum. This scheme aims to motivate students with special needs to get an education. Through this scholarship scheme, students will receive financial incentives to finance their education and special allowances so that children can pursue their education without facing a financial burden. Under this scholarship scheme, the students get Rs 100–250 per month, encouraging them to study further, and as per class, the amount varies” (Education D. o.)²².

²² Growth of Education in Odisha (2018), History of Education

3.7-Background and Education in Kandhamal District



Location: The district of Kandhamal is in southern Odisha. It is located between 19° 34' and 20° 34' North latitude and 83° 30' and 84° 35' East longitude. In the north, the Boudh, the Gajapati, the Nayagarh, and the Kalahandi district encircle it.

Area and Population: According to the 2011 Census, the district has an area of 8021 square kilometres and a population of 7.33 million. The district makes up 5.15 percent of the state's land area and 1.57 percent of its people. In the district, there are 91 inhabitants per square kilometre, compared to 270 in the state. It includes 2587 villages spread throughout 12 blocks, 12 tahasils, and 2 subdivisions, including 170 villages that are uninhabited. According to the 2011 census, there are 53.6 percent schedule tribes and 15.8 percent schedule castes. Similar to this, the district's literacy rate is 64.1% compared to the state's 72.9 %.

Agriculture: In comparison to the state's 3863 thousand hectares, the net area seeded during the 2017–18 seasons was 34 thousand hectares. The amount of potatoes produced was 16610 quintals, along with 712516 quintals of paddy, 11096 quintals of maize, five quintals of ragi, 98 quintals of mung, 223 quintals of biri, 2115 quintals of kulthi, 651 quintals of groundnuts, and 3653 quintals of mustard. The Kandhamal district utilised roughly 2313 MT of fertilisers overall in 2017–18, of which 1321 MT were nitrogenous, 676 MT phosphatic, and 316 MT potassic, with a fertiliser per hectare of 16.05 Kg.

Irrigation: The Deputy Director of Agriculture, Kandhamal, reported that in 2017–18, the irrigation potential produced during the Kharif and Rabi seasons was 30758 hectares and 11526 hectares, respectively, from various sources.

Co-operation: With 145017 members, the district's 24 agricultural cooperative societies. As of 2017–18, the loan advances totalled Rs. 9377.66 lakh. The credit for agriculture The 12 blocks in the district is fairly evenly distributed by cooperative societies. In addition, the district only has one cooperative marketing society.

Industry and Mining: In the Kandhamal district, 844 small-scale industries with a combined capital investment of roughly Rs. 1525.75 lakh were founded in 2017–18, creating 1993 employment. Additionally, the district's skilled labourers and artisans have produced a variety of handicrafts, including handlooms.

Forest: The Kandhamal district features a large amount of forest land, which makes up 71.19 percent of the district's overall geographic area.

In the district in 2017–18, there were 43 public colleges, 212 secondary schools, 732 up-primary schools, and 1123 elementary schools. In addition, the district has two polytechnic institutions open from 2017 to 2018 to provide technical education. In the primary, upper primary and secondary schools, the student-teacher ratio was 13, 19, and 27, respectively.

Banking: In the district as of December 2018, 72 banks had combined deposits totalling 2160.53 crore rupees and outstanding credits totalling 890.59 crore rupees. The district has a network of 72 banking branches, of which 38 (52.77 percent) are in rural areas and 34 (47.22 percent) are in semi-urban areas. There were 69 ATMs in the district as a whole.

Collection of Land Revenue: In the district, land-related revenues totalled Rs. 1195.46 lakh in 2017–18. The district collected Rs. 729.89 lakh in taxes overall in 2017–18.

Poverty Alleviation Programme: In the district, the total number of job cards issued was 1.40 lakh, and the total number of person-days generated was 46.03 lakh during the year 2017-18.

Source: - District Statistical Hand Book, Kandhamal, 2021

3.7.1-History of Education in Kandhamal District

“Early efforts to advance modern education in the Kandhamal region were conducted by the colonial authority. In the Baliguda subdivision, the first three schools were established in 1851 in Kurmingia, Udayagiri, and Mahasinghi. Despite initial failures, efforts to inform Kandhas and others in the region continued. Additionally, Christian missionaries worked to advance education in this area. 521 students were registered in the schools at Sankarakhole, Purunagarh, and Brahmanpad by 1860 after further schools in the G.Udayagiri Tehsil were opened. In the Kandhamal subdivision, numerous primary schools were established between 1855 and 1880 in Phulbani, Khajuripara, Titrapanga, and Ratanga. These schools were later elevated to the upper primary level”

Source: - District Statistical Hand Book, Kandhamal, 2018.

Middle Vernacular School. After being relocated from Bisipada to Phulbani in 1904, this school eventually became a Middle English school in 1916. This school, currently known as A.J.O. High School, was elevated to a higher English school in the year 1946. 12 U P schools with some Kandha teachers existed in the Kandhamal sub-division till 1908, according to the Angul District Gazetteer. Odiya was used as the instruction language. The School officials were instructed to develop textbooks in Kui, the Kandha dialect, to be written in Roman script, in order to allow greater enrollment and better learning for Kandha pupils. Later, schools were established in the subdivision of Baliguda that were only open to pupils from

Scheduled Tribes (S.T.) and Scheduled Castes (S.C.). The establishment of private schools was also supported by the Church authorities, one of the first of which opened its doors in 1914 at Gudripadi near G.Udayagiri. In 1939, a high school was established in Tikabali, and in 1944, it was moved to G. Udayagiri. The Hubback High School is the current name of this institution, which is still in operation. Despite these early attempts, the region's level of education lagged behind other areas of the State.

During the post-independence era, special measures were taken to increase literacy between ST and SC students. For this reason, special schools for ST and SC students were established in various parts of the district, including Sevashrams (primary level), Ashrams (middle English level), Kanyashramas (schools for girls), and High English Schools. Children from ST and SC are given free education as well as free housing, food, clothes, and medical care at these special schools. In 1947, the State Tribal Welfare Department established the first residential school, which was located in Nuagaon. Later, the State Tribal Welfare Department built numerous schools in the area. In the district by 2003–04, there were nine residential and 88 nonresidential Sevashramas operating, with 3,280 boys and 820 girls registered as residential students and 6,415 boys and 4,415 girls as day students.

3.7.2- Kandhamal's Literacy Rates and Educational Levels

“Despite recent rapid increases in reading rates, district literacy levels have stayed below the state average. From 1981 to 2011, Kandhamal's literacy rates are analysed in Table 4.2.1. It is possible to see that Kandhamal's general literacy rate has improved by 38.04 percentage points from 27.08 to 65.12 percent from 1981 to 2011. The state's literacy rate has only increased by 32.48 percentage points or from 40.97 percent in 1981 to 73.45 percent in 2011. Male literacy only improved by 8.62 percentage points, from 69.79 percent in 2001 to 78.41 percent in 2011, whereas female literacy increased by 16.60 percent. The percentage of topics climbed from 35.86% in 2001 to 52.46% in 2011. However, it is encouraging to know that the SC literacy rate, at 53.36 % in 2001, is higher than the district average of 52.68 %. Despite a rise in female literacy in the tribal population of more than six times the 4.74 % of 1981, it remains significantly lower than district average and district female literacy levels in 2001 at 26.87 %. At 36.08 %, the female SC literacy rate in 2001 was a little higher than the district average of 35.86 %.” (Source: - District Statistical Hand Book, Kandhamal, 2018)

Chapter-4: Analysis and Interpretation of Data

- 4.1-Socio-economic profile in the study area (by field study)
- 4.2- Census wise literacy rate in Kandhamal district and Odisha
- 4.3- Educational Status of Kandhamal District (with secondary data)
- 4.4- Intergenerational Education Mobility in the Study area
- 4.5- Social Category wise Intergenerational Education Mobility
- 4.6.- Relationship Investigation (Chi-Square or Cross tabulation)
- 4.7- Relationship Investigation through Linear Regression

4.1-Socio-economic profile in the study area (by field study)

General Characteristics of the Sample

A) Community of the Respondents

Table 4.1.1 indicates the caste composition of the respondents in the concerned study area. The table contains four categories, and this study was limited to a field survey in the rural regions of the respective district.

A pie chart can represent the table. Pie chart 4.1.1 clearly shows that it is a tribal-dominated area, and 69% of ST (Schedule Tribe) people are there, which is the highest percentage in the study area, followed by OBC and SC (Schedule Caste), 19% and 11%, respectively. Moreover, it is noteworthy that only 1% of the population falls into the general category in rural areas.

Table 4.1.1- Community of the Respondents

Community	No. of Respondents	Percentage
ST	104	69.33
SC	17	11.33
OBC	28	18.67
General	1	0.67
Total	150	100

Source- Field Survey in Kandhamal district, Odisha, 2022

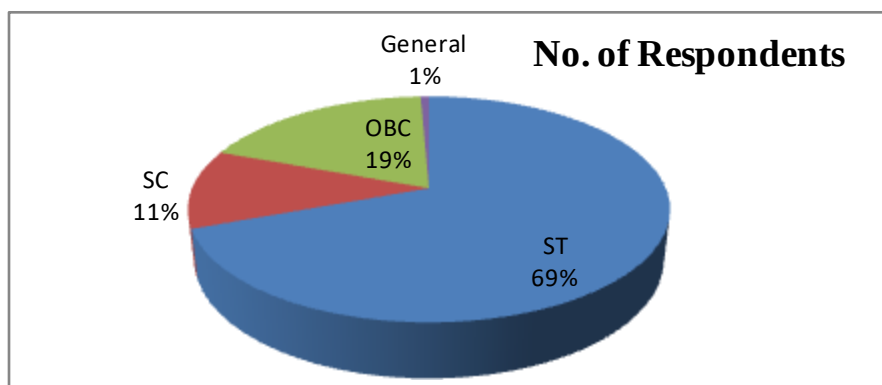


Figure 4.1.1

(B) Religion and Spoken Language of the Respondents

In the Kandhamal district, many religions are present, but since my study was confined to rural areas only, table 4.1.2 represents only two religions.

For a more proper understanding, Figure 4.1.2 represents the above table and finds mainly two religions, i.e., 93% Hindus and 7% Christians, in the rural areas of the Kandhamal district.

Likewise, Table 4.1.3 depicts the first spoken language of the respondents in the study areas. And mostly, people speak only two languages, which are also shown in figure 4.2.3. Most people speak Odia as their spoken language, i.e., 73% or 27% of people speak Kui (the local language).

Table 4.1.2- Respondents' Religion

Religion	No. of the Respondents	Percentage
Hindu	140	93.33
Christian	10	6.67
Total	150	100

Table 4.1.3- Respondents' Language

Spoken Language	No. of Respondents	Percentage
Odia	109	73.33
Kui (local language)	40	26.67
Total	150	100

Source- Field Survey in Kandhamal District, Odisha, 2022

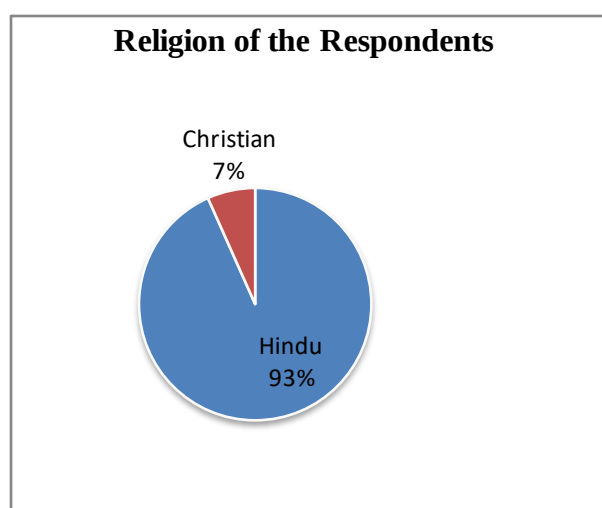


Figure 4.1.2

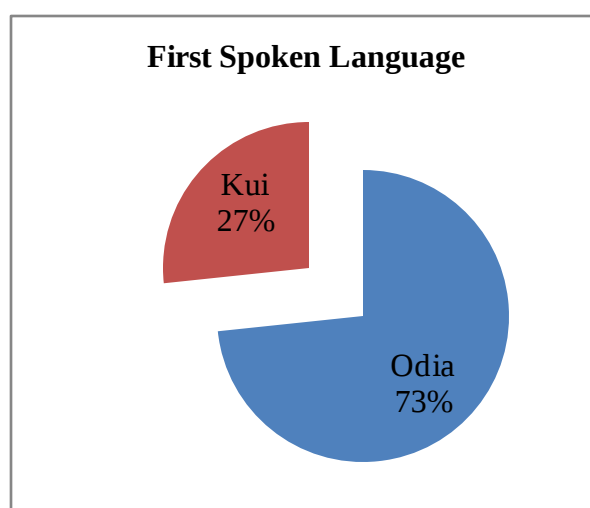


Figure 4.1.3

C) Primary and Secondary Occupation of the Respondents

An occupation is a safeguard for an individual's livelihood, and their standard of living depends on the type of occupation because the wage rate varies according to the profession. Therefore, table 4.1.4 exhibits the primary work of the respondents in the study areas, and it contains various types of occupations.

Figure 4.1.4 depicts table 4.1.4 that most of the respondents' prior occupations were farming, followed by regular wage-earning, i.e., 10% of the respondents. In addition, there are other occupations such as government jobs, professional jobs, business, and others with about 4%, 1%, 1%, and 1%, respectively. Moreover, 1% of respondents do nothing.

People in rural areas do multiple jobs because one occupation is insufficient for their livelihood. Therefore, table 4.1.5 shows the secondary occupation of the respondents or family head. This table is represented in figure 4.1.5 by 74% of people doing regular wage-earning, followed by casual wage-earning, farming, professional jobs, and other activities with about 17%, 5%, 1%, and 1%, respectively.

Table 4.1.4- Primary Occupations of the Respondents

Primary Occupation	No. of Respondents	Percentage
Not Working	1	0.67
Farming	125	83.33
Business	1	0.67
Professional Job	1	0.67
Government Job	6	4
Casual Wage earning	15	10
Others	1	0.67
Total	150	100

Table 4.1.5- Secondary Occupation of the Respondents

Secondary Occupation	No. of Respondents	Percentage
Not Working	3	2
Farming	8	5.33
Professional Job	1	0.67
Casual Wage Earning	137	91.34
Others	1	0.67
Total	150	100

Source- Field Survey, Kandhamal District, Odisha, 2022

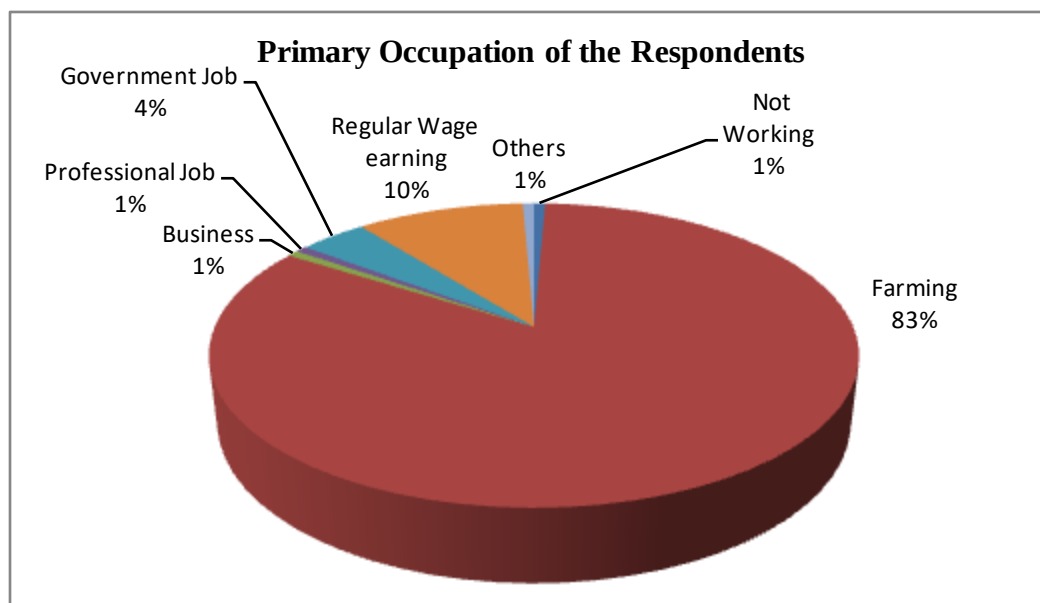


Figure 4.1.4

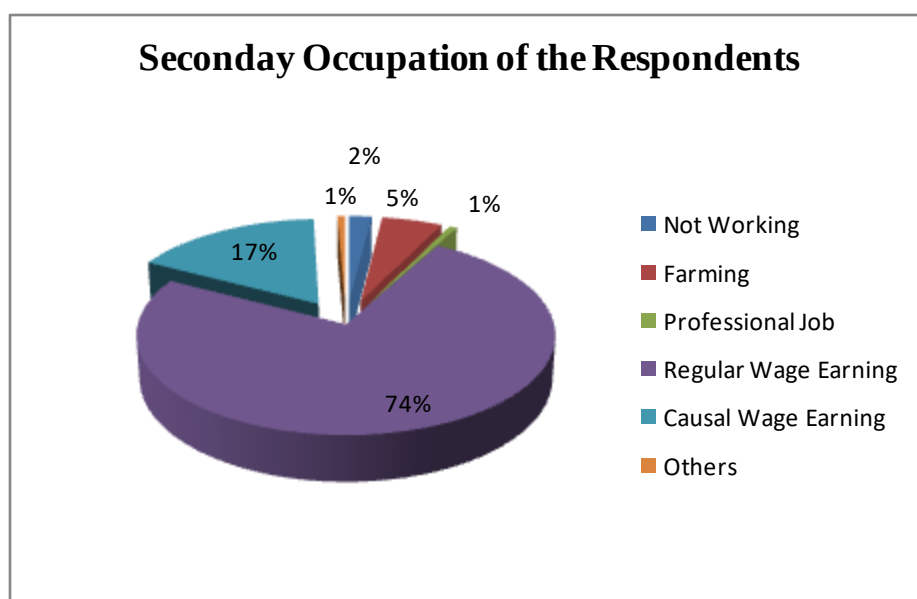


Figure 4.1.5

D) Respondents Migration and its reasons.

For livelihood, an individual has to work and maybe be ready to migrate somewhere. Therefore, table 4.1.6 shows the number of respondents or family heads relocating for work. However, table 4.1.6 is represented by Figure 4.1.6, which shows that most people prefer to work in the village town instead of migrating outside, i.e., 77%. And only 23% of people are relocating outside for their livelihood.

As we get from table 4.1.6, 23% of people are migrating out for various reasons, and that has been shown in the table 4.1.7 and in the figure 4.1.7, such as lack of work opportunities in the village town, low income in the local area, and some of them are not interested in the village area's work; some of them have multiple reasons, with about 13%, 5%, 5%, and 19%. Moreover, 58% of the people migrated for other reasons.

Table 4.1.6- Migrating for Work

Migrating	No. of the Respondents	Percentage
Yes	34	22.67
No	116	77.33
Total	150	100

Source: - Field Survey in Kandhamal district, Odisha, 2022

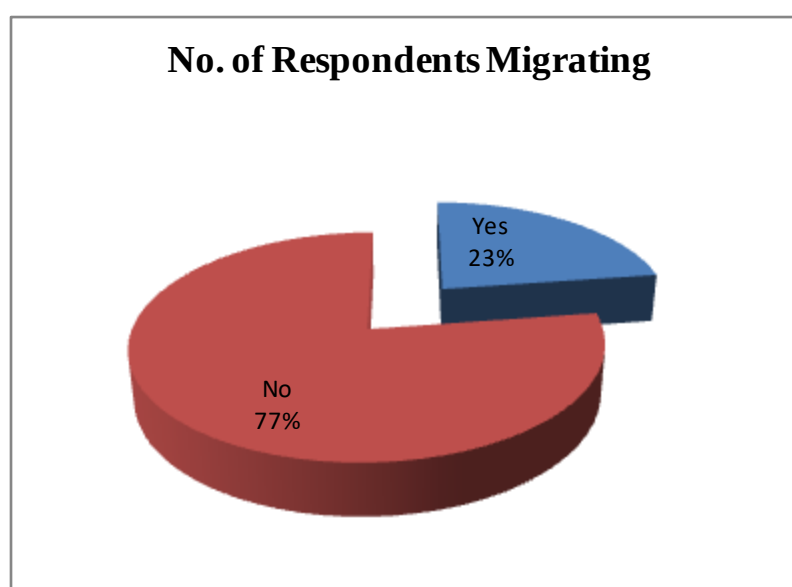


Figure 4.1.6

Table 4.1.7- Reasons of Migration

Reasons for Migration	No. of Respondents	Percentage
Not Migrating	28	18.67
Lack of work opportunity in the village	20	13.33
Low Income in the village area work	7	4.67
Not Interested in village work	7	4.67
None of the above or Others	88	58.67
Total	150	100

Source: - Field Survey in Kandhamal district, Odisha, 2022

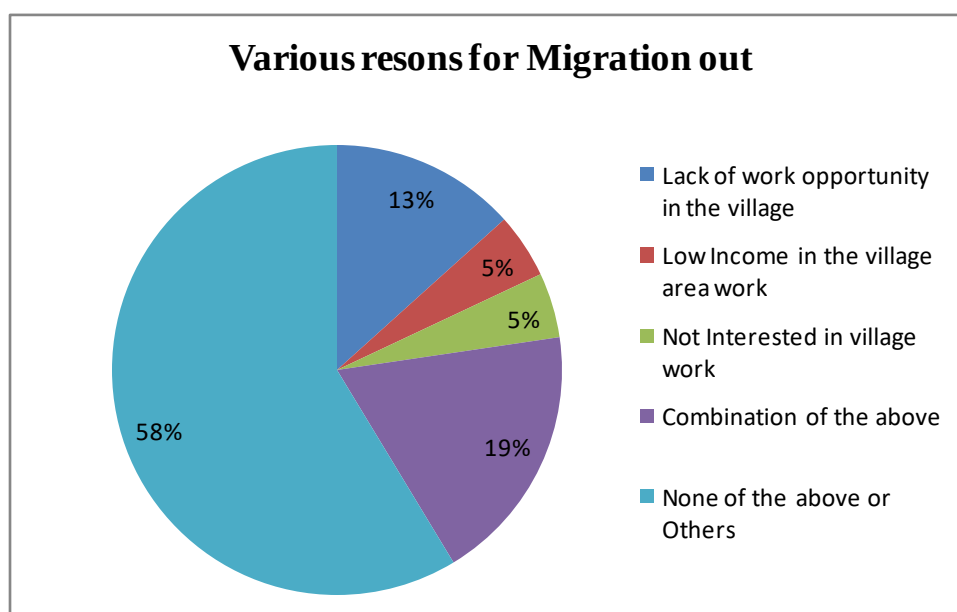


Figure 4.1.7

E) Child Labor work in the study area.

For livelihood, an individual has to work, and some parents send their children to work even if they are below working age (below age 16). Therefore, this study found some of the respondents were sending their children to work. And this has been demonstrated in table 4.1.8, which was collected from the Kandhamal district.

For our better understanding, it is also represented in figure 4.1.8, which shows that 79% of families do not send their children to work, but there is still child work; 11% of families send their children who are below 16 years of age to work for their livelihood. Moreover, 10% of people did not respond to their child's work.

Table 4.1.8- No. of Respondents sending children to work (below 16 years)

Sending Children to Work	No. of Respondents	Percentage
NA	15	10
Yes	17	11.33
No	118	78.67
Total	150	100

Source – Field Survey in Kandhamal district, Odisha, 2022

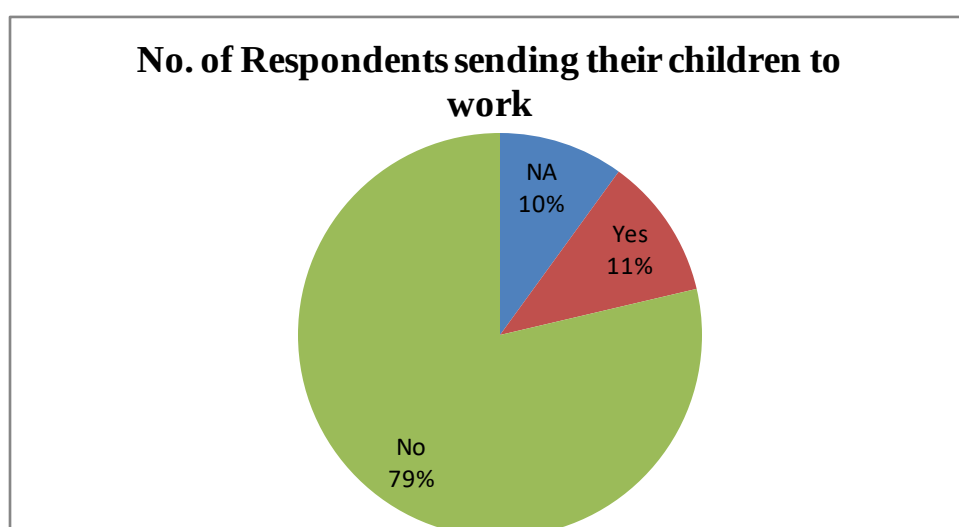


Figure 4.1.8

F) Households Annual Income

The standard of living is determined by household income. Table 4.1.9 depicts the annual income level of the respondents in the study area, which varies from ten thousand to more than two lakh.

Figure 4.1.9 illustrates table 4.1.9 in a graphical way that shows 42% of people whose annual income is between ten thousand and thirty thousand, followed by 45% of people whose income is between thirty-one thousand and sixty thousand. Correspondingly, there are very few people whose income level is higher than sixty thousand, such as sixty-one thousand to one lakh, only 8%. Likewise, there are also people fall in, one lakh to two lakh, and more than two lakh, with about 1% and 3%, respectively. Aside from that, 1% of people's information is not available.

As we know, educational expenditure for children depends upon a household's income. Table 4.1.10 shows the respondents' annual educational spending for their children, which varies from person to person.

As shown in figure 4.1.10, only 2% of respondents spend more than twenty thousand per annum on their children's education. Similarly, educational expenditure varies from family to family, such as ten thousand to twenty thousand with about 11%. It's not a good status that the maximum families' children's educational expenditure is less than ten thousand per annum. In addition, there are also such households who currently do not spend on their children's education. Aside from that, 19% of households do not have information or idea about their educational expenditure for their children.

**Table 4.1.9- Household Income
Per Annum**

Income per Year	No. of Household	Percentage
NA	2	1.33
10,000 - 30,000	63	42
31,000 - 60,000	68	45.33
61,000 – 1,00,000	12	8
1 lakh to 2 lakh	1	0.67
More than 2 lakh	4	2.67
Total	150	100

**Table 4.1.10- Household's Annual
Expenditure on Children's Education**

Educational Expenditure Per Year	No. of Household	Percentage
NA	28	18.67
Less than 10,000	98	65.33
10,000 – 20,000	16	10.67
More than 20,000	3	2.00
Not Right Now	5	3.33
Total	150	100.00

Source: - Field Study in Kandhamal

district, Odisha, 2022

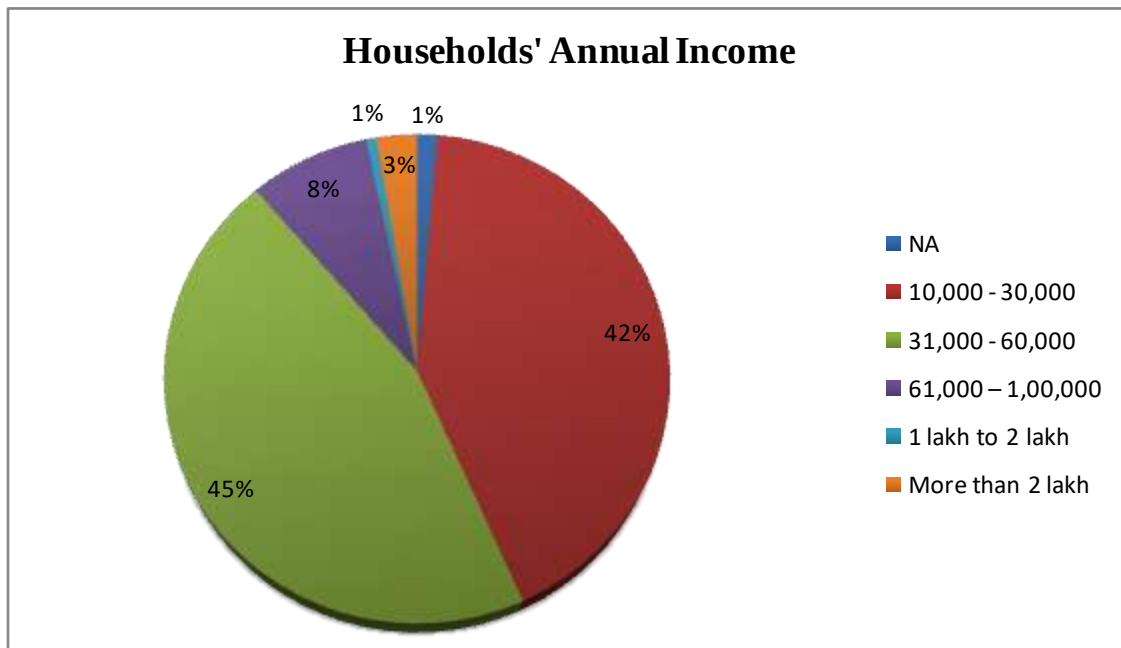


Figure 4.1.9

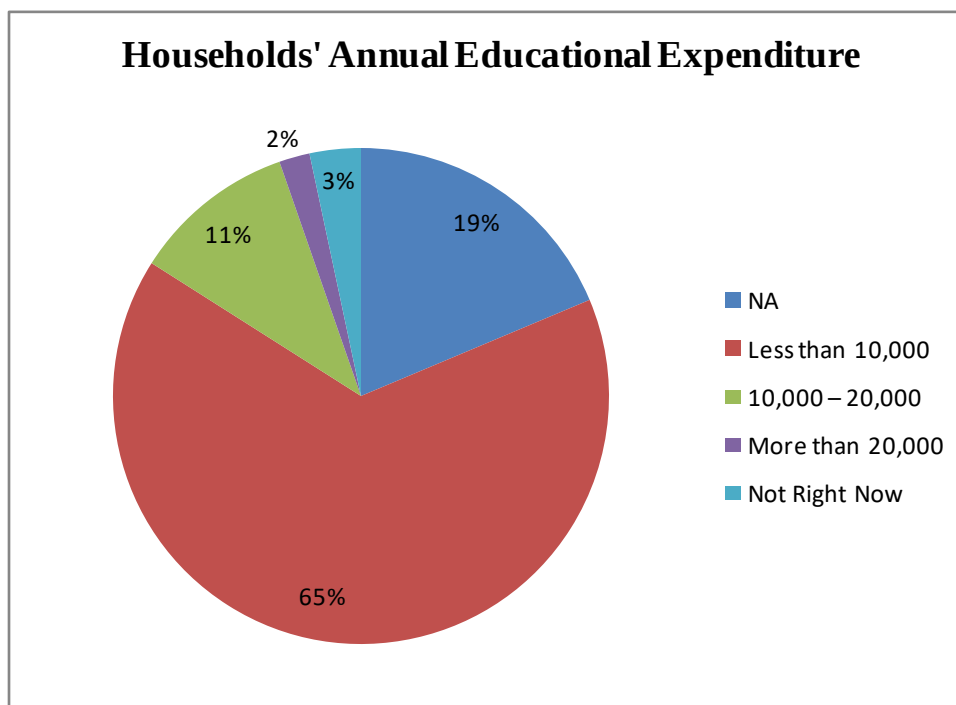


Figure 4.1.10

G) Number of Respondents BPL and Job Card holders

BPL Card is provided to those who cannot get two times sufficient food per day for their livelihood. Therefore, table 4.1.11 depicts the numbers of respondents belonging to BPL and non-BPL, and table 4.1.12 indicates the number of job cardholders and non-job cardholders in the concerned area of the Kandhamal district.

Figure 4.1.11 portrays table 4.1.11 that most people belong to BPL card holders, i.e. 92%, while only 8% do not have a BPL card.

Correspondingly, figure 4.1.12 exhibits that almost all households have a Job card like a BPL card, i.e. 91%, while only 9% of households do not have job cards. This result tells us that there most people live as poor.

Table 4.1.11- BPL Card Holders

BPL Card	No. of Household	Percentage
Yes	138	92
No	12	8
Total	150	100

Table 4.1.12- Job Card Holders

Job Card	No. of Household	Percentage
Yes	136	90.67
No	14	9.33
Total	150	100

Source- Field data collected in Kandhamal district, Odisha, 2022

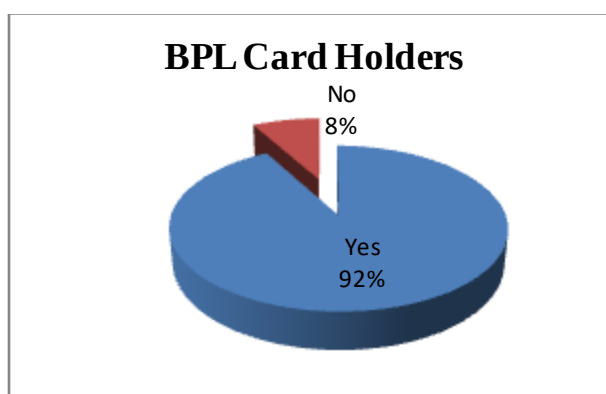


Figure 4.1.11

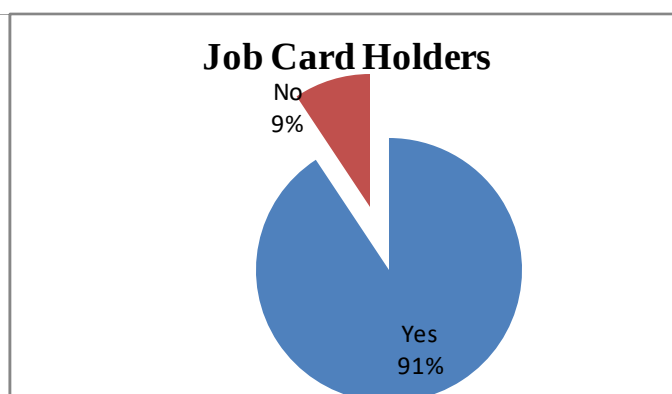


Figure 4.1.12

H) LPG Connection to Home: Government assisted or Private connection

Nowadays, most people prefer LPG as the ultimate cooking fuel. And gradually, this is spreading toward rural areas as well. So, table 4.1.13 shows how many households are connected to LPG and how many are not in the study area. Similarly, table 4.1.14 depicts the connected family and how many have government-assisted and private connections.

Tables 4.1.13 and 4.1.14 can be shown by figures, and figure 4.1.13 shows that 80% of households are connected to LPG while only 20% are not. Of connected families, 75% of homes are connected through government-assisted means, while very few families have private connections of only 5%.

Table 4.1.13- Household's LPG Connection Table 4.1.14- LPG Connection: Govt. / Private

LPG Connection	No. of Households	Percentage
Yes	120	80
No	30	20
Total	150	100

LPG: Govt./ Private	No. of Households	Percentage
No LPG Connection	30	20
Govt. Assisted	113	75.33
Private	7	4.67
Total	150	100

Source:- Field Survey in Kandhamal district, Odisha, 2022

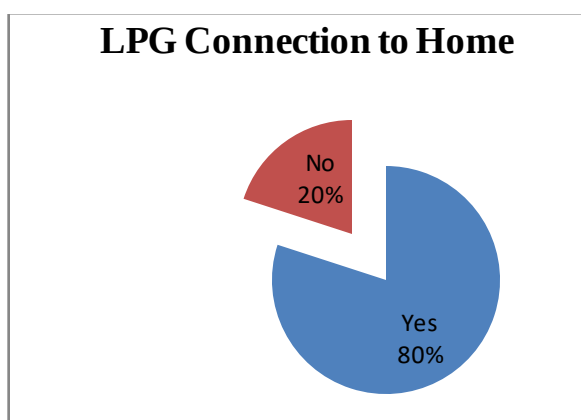


Figure 4.1.13

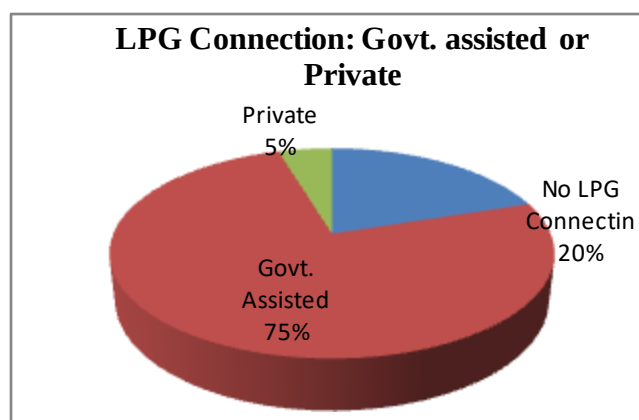


Figure 4.1.14

I) Electric Connection to Home: BPL or APL connation

Nowadays, access to electricity is essential for each household. Therefore, table 4.1.15 shows the number of homes that accessed electricity in the study area. And that can be represented by figure 4.1.15, which indicates that there are still 3% of families who do not have access to electricity. In contrast, the maximum number of families has access to electricity, i.e., 97%.

Likewise, Table 4.1.16 shows how many of them have BPL connections to access electric homes and how many of them are APL connections. We see this in Figure 4.1.16, in which most families have BPL connections, i.e. 90%, while only 6% have APL electric connections. From that, 4% of families do not receive a response.

Table 4.1.15- Electric Connection to Household

Electrification	No. of Household	Percentage
Yes	146	97.33
No	4	2.67
Total	150	100

Table 4.1.16- Electric Connection: Govt. or Private

Electrification: Govt. / Private	No. of Household	Percentage
NA	6	4
BPL Connection	135	90
APL Connection	9	6
Total	150	100

Source:-Field Survey in Kandhamal district, Odisha, 2022

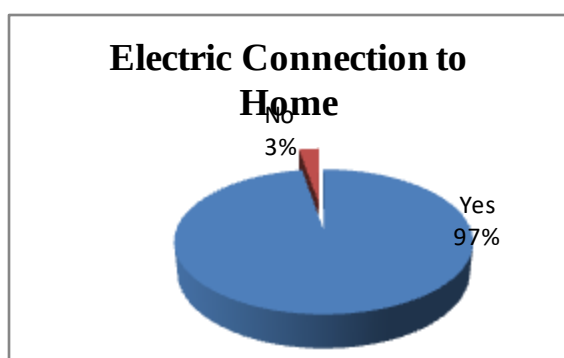


Figure 4.1.15

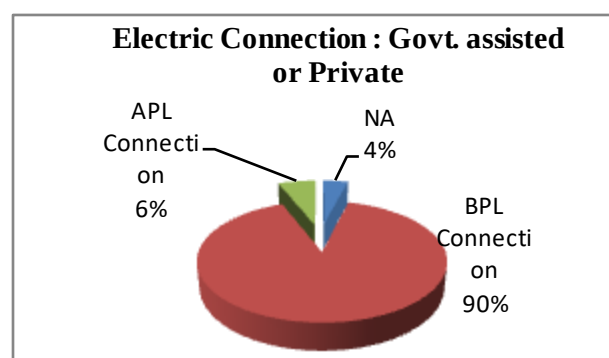


Figure 4.1.16

J) Households Sources of fuel for cooking and sources of drinking water.

Fuel for cooking reflects the standard of living of a family. People use fuel in a particular way or combine it with other fuels, such as firewood, gas, stoves, electricity, induction, etc. Table 4.1.17 shows how many people use each fuel, which can be represented by Figure 4.1.17, which shows most people use it combinable, i.e., 77%, while only 23% use it specifically as firewood for cooking.

Correspondingly, the source of safe drinking water is essential for health. Therefore, table 4.1.18 shows the different drinking water sources that people use. And it can be demonstrated in figure 4.1.18, which shows that most people use well or spring water for drinking, i.e. 43%, followed by a combination of other sources such as public taps, manual hand pumps, etc., about 41% of the population. Similarly, 13% and 3% of people use manual hand pumps and public taps for drinking water.

Table 4.1.17- Household using Fuels for Cooking

Fuel for Cooking	No. of Household	Percentage
Firewood	34	22.67
Combination of Sources	116	77.33
Total	150	100

Table 4.1.18- Community's Sources of Drinking Water

Sources of Drinking Water	No. of Household	Percentage
Public Tap	5	3.33
Manual Hand Pump	19	12.67
Well / Spring	64	42.67
Combination of Sources	62	41.33
Total	150	100

Source- Field Survey in Kandhamal district, Odisha, 2022

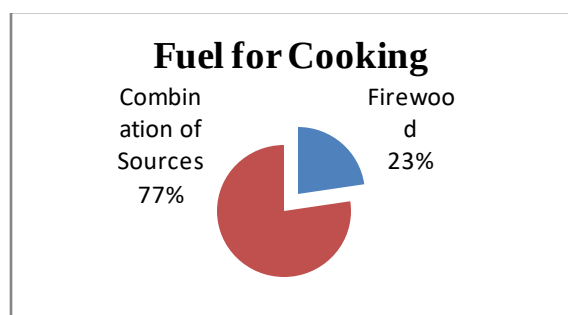


Figure 4.1.17

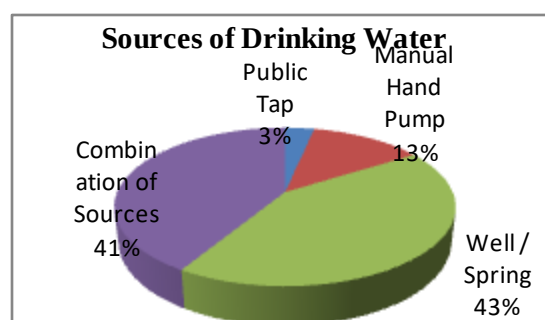


Figure 4.1.18

K) Households Dwelling unit and Toilet facility availability to them.

As we know, food, clothes, and shelter are the basic requirements for sustaining life. Amongst them, the study has focused only on the shelter or dwelling unit. Therefore, table 4.1.19 explains the different dwelling units that they have. And the data has been drawn from the relevant study area. Moreover, this table is represented by the figure 4.1.19, which reflects the few per cent of people having the Puchha house, i.e. 18%, and the maximum number of people living in the Kutcha house, i.e., 42%. Asbestos and Tin Houses are followed by 25% and 15%, respectively.

A toilet facility is necessary, but it is not available to all families in the village. Table 4.1.20 shows how many families have a toilet for their use in the study area. That has been represented by figure 4.1.20, which displays the maximum family having a toilet facility, i.e. 65%. In the meantime, 35% of families do not have a toilet facility.

Table 4.1.19 Dwelling Unit of Households Table 4.1.20 Toilet facility availability

Dwelling Unit	No. of Household	Percentage
Kutcha House	63	42
Pucca House	27	18
Tin House	22	14.67
Asbestos House	38	25.33
Total	150	100

Toilet Available	No. of Household	Percentage
Yes	98	65.33
No	52	34.67
Total	150	100

Source:- Field Study in Kandhamal district, Odisha, 2022

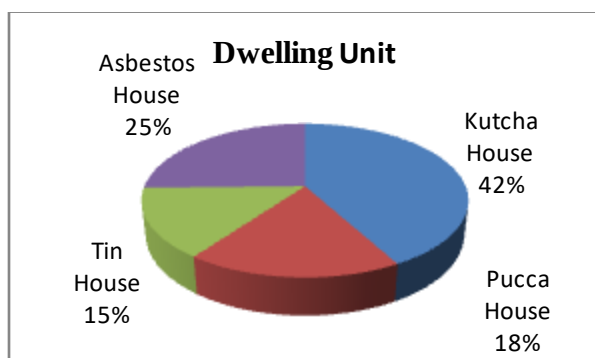


Figure 4.1.19

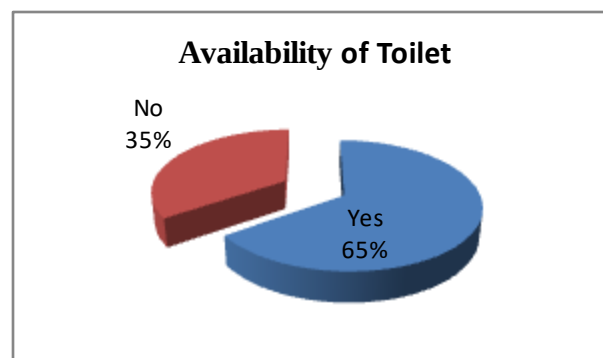


Figure 4.1.20

Table 4.1.21 Household's Land Ownership

Ownership Land Holding (in acre)	Frequency	Percentage
0	41	27.33
0.1-1 Acre	47	31.33
1.1-2 Acres	40	26.66
2.1-4 Acres	17	11.33
4.1-6 Acres	5	3.33
Total	150	100

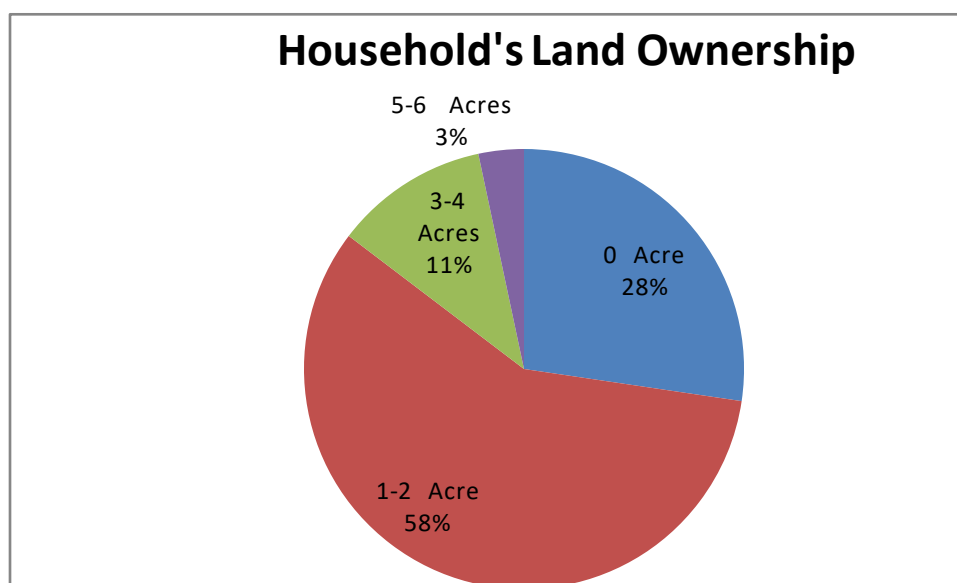


Figure 4.1.21

Source: - Field Survey in Kandhamal District, Odisha, 2022

The above table and figure 4.1.21 show the Household's Land Ownership in Acres in the study area. The study found most of households have 2 acres of land with about 30% and followed by one acre and zero acres with about 28%. The highest land holding is five acres with about only 3% households. The study concludes that although 83% peoples' primary occupation is farming but they do not have big quantity of land but still they are farming on the leased in lands.

4.2 Census wise Literacy Rate in Kandhamal district, Odisha and India

Table 4.2.1 Census wise Literacy Rate in Kandhamal district, Odisha and India

Year	Decadal Growth of Literacy in Kandhamal, Odisha vis-à-vis India in Percent (%)					
	Kandhamal	Growth (%)	Odisha	Growth (%)	India	Growth (%)
1951	NA	0	15.80	0	18.33	0
1961	NA	0	21.66	5.86	28.3	9.33
1971	NA	0	26.18	4.52	34.45	6.15
1981	27.08	0	33.62	4.79	43.57	9.12
1991	37.23	10.15	49.09	8.12	52.21	8.64
2001	52.68	15.45	63.08	13.99	64.8	13.2
2011	65.12	12.44	72.9	15.57	73	9.24

Source:- 2011 Census, District Human Development Report 2012

The above table 4.2.1 shows the census wise literacy rate in the Kandhamal district, Odisha, and India. The table contains data from the 1951 census to 2011. In 1951, there was no data available on literacy in Kandhamal, but it was 16% and 18% in Odisha and India. As we can see, the Kandhamal literacy rate available from 1981 is 27%. Its literacy rate is lower than Odisha, and its growth rate fluctuates. Since 1951, Odisha literacy rate has been lower than India's. The literacy growth rate of Odisha has been continuously increasing from 1951 to 2011. Likewise, India also consistently higher than Odisha. In the 2011 census, the Kandhamal literacy rate was 65%, whereas, in Odisha, it was 72%, and in India, it was 73%. Therefore, we can conclude that literacy is growing persistently in India, which is a good sign.

4.3- Educational Status of Kandhamal District (with secondary data)

A) Aggregate number of schools in the Kandhamal district and in Odisha.

Table 4.3.1 shows the all number of schools in the district and the state, in different years, from classes I to XII. This table enables us to understand the status of education in the Kandhamal district and Odisha. The data has been drawn from UDISE+.

Figures 4.3.1 and 4.3.1.1 represent the Kandhamal and the Odisha. In the Kandhamal district, the total number of schools increased from 2012–13 to 2015–16. In the meantime, Odisha grew till 2016-17. After that, the number of schools decreased continuously in Kandhamal as well as in Odisha till 2019–20. Therefore, we can say that the number of schools is declining instead of increasing in both Kandhamal and Odisha.

Table 4.3.1 Total Number of Schools from class I to XII

Years	Kandhamal	Odisha
2012-13	2090	67324
2013-14	2112	67767
2014-15	2170	68538
2015-16	2191	70300
2016-17	2103	70470
2017-18	2089	69209
2018-19	2067	68717
2019-20	2013	67020

Source: - UDISE + (Code-1003) , Odisha, Kandhamal

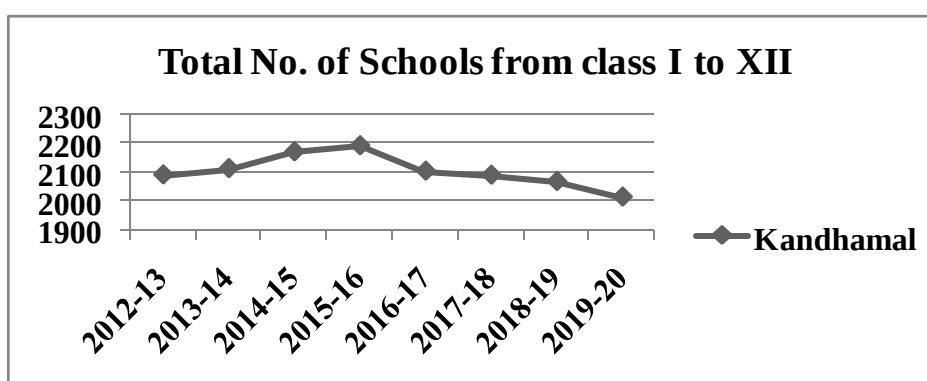
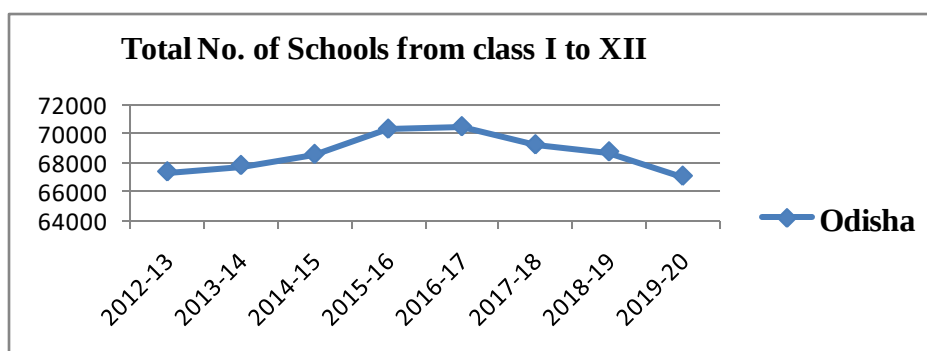


Figure 4.3.1

Figure 4.3.1.1(Odisha)



B) Total number students' enrollment rate in different grade classes in Kandhamal district.

Below is Table 4.3.2, which exhibits the total number of students enrolled in the first, fifth, eighth, tenth, and twelfth-grade classes in different years in the Kandhamal district. From this table from 2012 to 2019, we can comprehend children's enrollment rates, educational status, and transition rates.

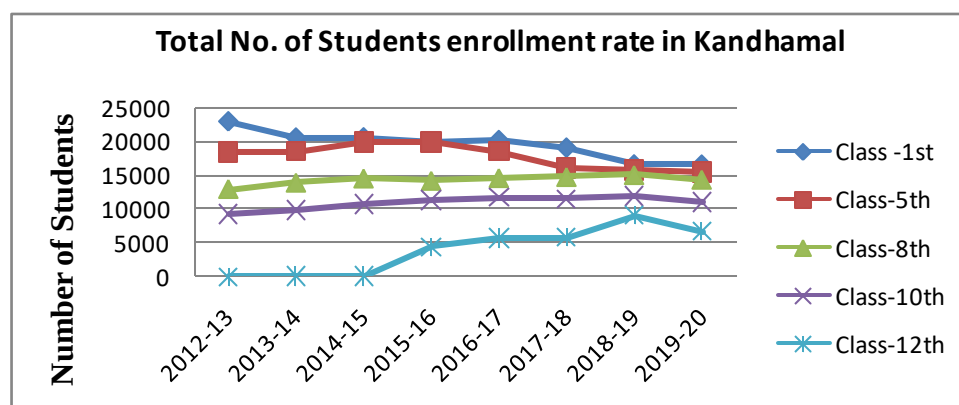
Likewise, figure 4.3.2 represents the above table. As we can see in class one, the enrollment rate of children was around 23,000 in 2012–13, but as the educational system developed, the enrollment rate kept constantly reducing till 2019–20. Similarly, class five was initially increased until 2015-16; after that, it declined. Correspondingly, in the classes of 8th and 10th, the number of students initially increased, but in the middle, it slightly decreased, but again it regains the number of students in both classes. Furthermore, if we look at the 12th class student enrollment rate, there were only 65 students enrolled in the year 2012–13, and it stated enrollment growth from 2014–to 15, student enrollment rapidly increased to 8987 in 2018–19, but again declined to 6673 in 2019–20. From this study, we can say that in primary education, enrollment has declined, but in upper primary education, it has increased. In the meantime, higher secondary education performed well by increasing its enrollment rate.

Table 4.3.2 Total No. of Students enrollment rate in Kandhamal district

Year / Classes	Class -1st	Class-5th	Class-8th	Class-10th	Class-12th
2012-13	22977	18514	12939	9262	65
2013-14	20578	18539	13896	9917	141
2014-15	20610	19868	14532	10789	180
2015-16	19952	19970	14181	11298	4455
2016-17	20207	18624	14597	11807	5650
2017-18	19092	16136	14757	11546	5860
2018-19	16607	15788	15059	11988	8987
2019-20	16581	15485	14349	11102	6673

Source:- UDISE + (Code-4004), Kandhamal

Figure 4.3.2



C) Educational transition rate in Kandhamal district and Odisha

Educational Transition is a good movement in the country. Therefore, the table in 4.3.3 displays the academic transition rate from class 10th to 11th in Kandhamal and Odisha. It contained information from 2013–14 to 2019–20 and was collected from UDISE+. Moreover, the table also compared the boys' and girls' transition rates.

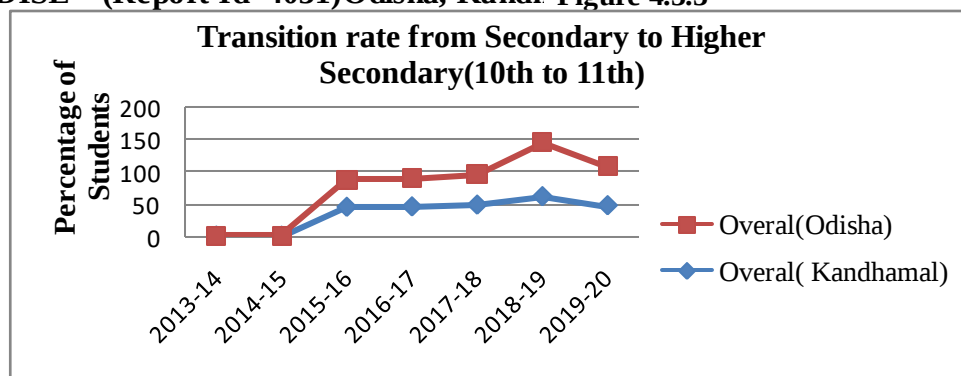
We can also represent the above table with a line graph that shows the overall transition rate of the district and state. Look at the chart that shows in 2013-14; there was a nominal transition rate, i.e., 1.9% in Kandhamal and 1.58% in the state. The transition rates suddenly kicked up to 46.73% in the district and 43.25% in the state in 2015-16. Then the transition rate grew constantly till 2018-19, but in 2019-20 it again declined at the previous rate, and it was 49.21% in the Kandhamal district and 61.24% in the state.

It is interesting to note that, as per table 4.3.3 in the Kandhamal district, initially, the boys' educational transition rate was higher than the girls'. Still, from 2017–18 onwards, the girls' transitional rate from class 10th to 11th is more elevated than the boys'. This indicates the awareness of girls' education has been increasing in the district.

Table 4.3.3 Transition Rate from Secondary to Higher Secondary (10th to 11th)

Years	Boys in Kandhamal (in %)	Girls in Kandhamal (in %)	Overall in Kandhamal (in %)	Overall in Odisha (in %)
2013-14	2.03	1.76	1.9	1.58
2014-15	1.94	1.55	1.74	2.19
2015-16	47.63	45.83	46.73	43.25
2016-17	49.09	45.81	47.4	44.78
2017-18	48.28	51.86	50.13	47.81
2018-19	62.95	63.58	63.27	83.7
2019-20	47.71	50.63	49.21	61.24

UDISE + (Report Id- 4031)Odisha, Kandl Figure 4.3.3



D) Teacher Student Ratio in Kandhamal and Odisha

The teacher-pupil ratio is the opposite of the pupil-teacher ratio. The teacher-pupil ratio means the number of teachers divided by one student in a class. Table 4.3.4 demonstrates the teacher-student ratio in the Kandhamal district and Odisha from 2011-12 to 2015-16. The data has been assembled from the UDISE+ site.

Figure 4.3.4 also represents the above table in graphical form. As per the line chart in 2011-12, there was a 0.046 teacher-student ratio in Kandhamal vis-a-vis Odisha. As the education system develops, the teacher-student ratio has also increased in Kandhamal and Odisha, as shown in the graph. Its trend was constantly upward-moving until 2014-15, which means the number of teachers is growing faster than students. Here, one must be attentive that the line has sharply increased from 2014-15 onwards in both lines. That indicates that the number of teachers has also rapidly increased a sign of quality education.

Table 4.3.4 Teacher Pupil Ratio in Kandhamal and Odisha

Year	Kandhamal	Odisha
2011-12	0.046	0.046
2012-13	0.049	0.055
2013-14	0.052	0.062
2014-15	0.052	0.071
2015-16	0.064	0.106

Source: - UDISE+, Odisha, Kandhamal

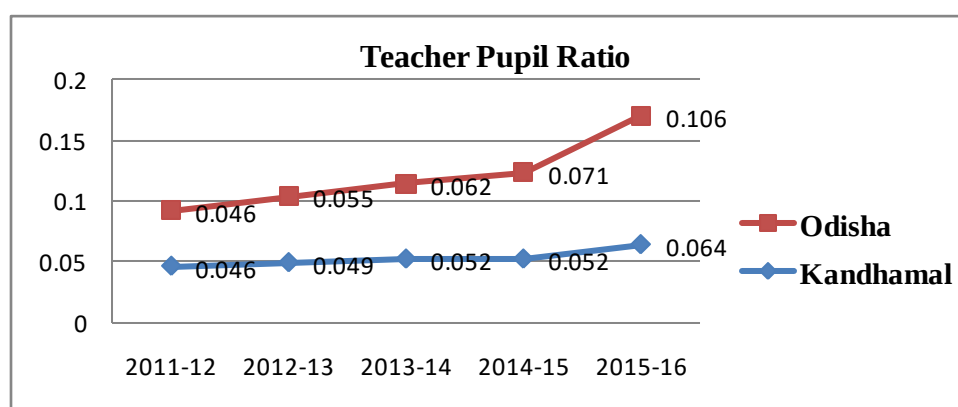


Figure 4.3.4

(E) Educational Drop out in different level of education in Kandhamal district.

A drop out of education means an ever enrolled person who does not complete the last level of education for which they have registered. Dropping out is not a good status for the country. Below, Table 4.3.5 exhibits the educational dropout rate in the Kandhamal district in different years, i.e., from 2013–to 2019, for primary level, upper primary level, and secondary school. For this study, data has been gathered from the UDISE+ site.

Hereafter, table 4.3.5 is represented by a line graph for a better understanding, as figure 4.3.5 displays that the primary education dropout rate was 4.2% in 2013–14, while it was 9.21% in upper primary education. There was a similar and constantly increasing dropout rate in primary and upper primary schooling till 2016-17. But after that, in 2017-18, it rose sharply in both levels of education, to 10.48% and 9.53%, respectively. After that, it again decreased.

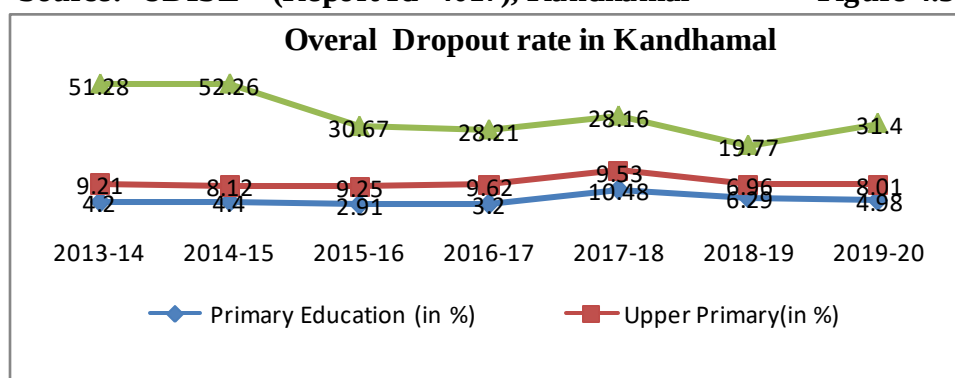
Correspondingly, in the case of secondary school (10th class), the drop out had more than half the percentage, i.e., 51.28% and 52.26% in 2013-2015. But later on, it declined to 30.67% in 2015-16, perhaps due to the government's proper planning for education. And it started fluctuating, reaching 19.77% in 2018-19, but again it moved upward. Therefore, we can conclude that the secondary school dropout rate is higher than the other two levels of education.

Table 4.3.5 Overall (Boys and Girls) Dropout rate in Kandhamal

Year	Primary Education (In %)	Upper Primary (In %)	Secondary School (In %)
2013-14	4.2	9.21	51.28
2014-15	4.4	8.12	52.26
2015-16	2.91	9.25	30.67
2016-17	3.2	9.62	28.21
2017-18	10.48	9.53	28.16
2018-19	6.29	6.96	19.77
2019-20	4.98	8.01	31.4

Source:- UDISE + (Report Id- 4017), Kandhamal

Figure 4.3.5



E) Availability of Infrastructural facility in schools in Kandhamal district.

The infrastructural provision provides the scope for students to do things in a better way. And it has a significant contribution to quality education and children's overall development. However, table 4.3.6 presents the infrastructural facilities that aren't available in school and their changes across the years. The table contains the data from 2011-12 to 2015-16. For this study, data has been collected from the UDISE+ Kandhamal site.

On the other hand, the table can be represented by a line graph that would be easier to understand. If we look at the joint toilet facility in a school, 73.39% of schools did not have this facility in 2011-12. Likewise, the availability of this facility did not increase as the number of schools grew. Similarly, nowadays, electricity is necessary for educational institutions. Still, my study found around 90% of schools did not have an electricity connection in 2011–12, but gradually electricity connections increased, falling to 85% in 2015–16, as shown in the figure. A study found that playgrounds are essential for children's physical development. Still, most schools do not have this facility, i.e. 79.41% in 2011–12, but gradually its availability increased, and its lack of availability decreased to 76.51%. The kitchen shed is essential and quality because of the children's health. And more importantly, the mid-meal that is given in the schools. But in the Kandhamal district, around 76% of schools did not have a kitchen shed in 2011-12. However, slowly, the availability of kitchen sheds increased, but not enough to be notice-worthy, and as of 2015-16, 72.44% of schools did not have a kitchen shed, as we can see in figure 4.3.6.

Aside from that, and most importantly, school buildings are for quality and safe schooling. Therefore, the study found around 12% of schools did not have school buildings in 2011–12, and later on, their availability increased. From 2014 onwards, its availability decreased or did not increase as the number of schools increased and reached around 14% of schools that did not have the buildings. A boundary wall is essential for the safety of the school environment, but some schools did not have a boundary wall, i.e., around 28% of schools in 2011-12. Giving significant attention to educational infrastructure results in its infrastructure development, which increases the boundary wall in the school. It reduced to 19.82% or increased the boundary wall in schools in 2015-16, as shown in Figure 4.3.6.1 below.

Table 4.3.6 Availability of Infrastructural facilities in schools in Kandhamal

Year	No Toilet in Common (In %)	No Electricity (in %)	No Play Ground (in %)	No Kitchen Shed (in %)	No Building (In %)	No Boundary Wall (in %)
2011-12	72.39	89.37	79.41	75.6	11.9	27.55
2012-13	72.43	88.25	79.55	75.38	10.02	20.7
2013-14	72.43	88.25	79.55	75.38	10.02	20.7
2014-15	73.46	84.87	76.54	72.48	13.57	19.83
2015-16	73.47	84.83	76.51	72.44	13.61	19.82

Source: - UDISE+, Kandhamal

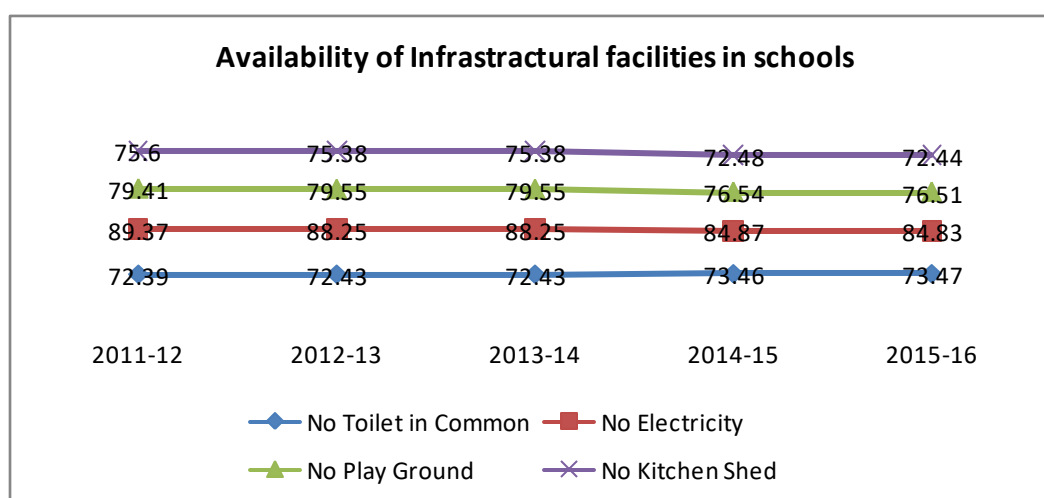
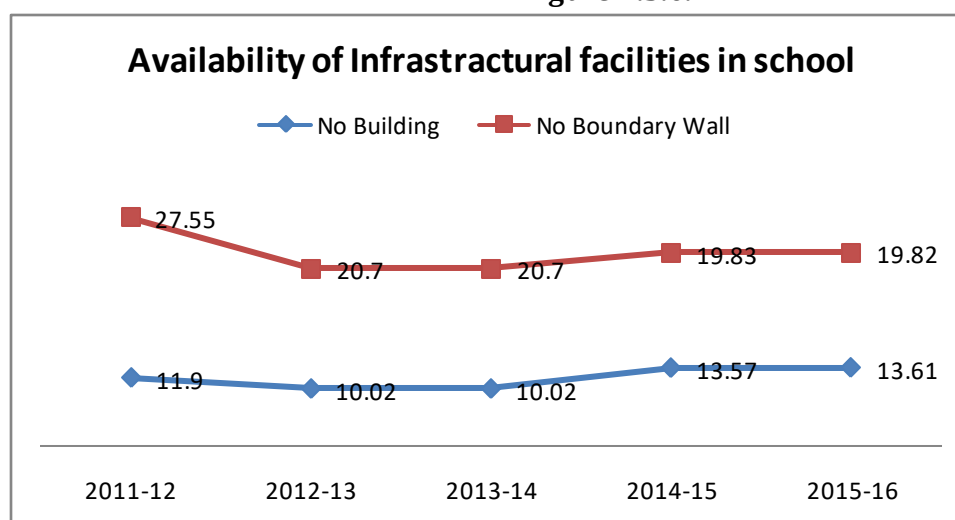


Figure 4.3.6

Figure 4.3.6.1



4.4 – Intergenerational Education Mobility in the Study area

Table 4.4.1 Educational attainment of -1 Generation or Parents of the family Head

Educational Level	Generation - 1 (Father of the Head)		Generation -1 (Mother of the Head)	
	Actual No:	Percentage	Actual No:	Percentage
No formal Education	116	77.33	142	94.67
Less than Primary Education	15	10	4	2.67
Primary Education (5th)	11	7.33	3	2
Upper Primary Education(8th)	7	4.67	1	0.67
Secondary School(10th)	1	0.67	0	0
Higher Secondary(+2)	0	0	0	0
Graduation	0	0	0	0
Professional Course	0	0	0	0
Technical Course	0	0	0	0
Vocational Education	0	0	0	0
Post Graduation(PG)	0	0	0	0
M.Phil / PhD	0	0	0	0
Total	150	100	150	100

Source: - First ended data in Kandhamal District, Odisha, 2022

Education is essential for an individual's life betterment, but as shown in the above table 4.4.1, the educational attainment of -1 Generation. They are the father and mother of the head, and they had 77% and 95%, respectively, of no formal education. As the education level increases, the mother of the head's educational attainment decreases compared to the father of the head; these are 7%, 5%, and 1% of the father of the head, while 2%, 1%, and 0% of the mother of the head in primary education, upper primary education, and secondary school. In this generation, the highest educational attainment is up to and including secondary school.

Table 4.4.2 Educational attainment of Generation 1 and Generation 2

Education Level	Generation 1 (Head of the Household/Male Head)		Generation 1 (Wife of the Head)		Generation 2 (Children of the Head)	
	Actual No:	Percentage	Actual No:	Percentage	Actual No.	Percentage
No formal Education	47	31.33	1	0.67	13	3.2
Less than Primary Education	13	8.67	79	52.67	50	12.32
Primary Education (5th)	22	14.67	36	24	45	11.08
Upper Primary Education(8th)	28	18.67	9	6	46	11.33
Secondary School(10th)	27	18	10	6.67	93	22.91
Higher Secondary(+2)	7	4.67	2	1.34	83	20.44
Graduation	4	2.67	3	2	53	13.05
Professional Education	0	0	0	0	10	2.46
Technical Education	2	1.33	0	0	6	1.48
Vocational Education	0	0	0	0	3	0.74
Post Graduation(PG)	0	0	0	0	6	1.48
M.Phil / PhD	0	0	0	0	4	0.99
Total	150	100	150	100	412	100

Source: - Field Survey in Kandhamal District, Odisha, 2022

Table 4.4.2 shows the household heads' of the educational attainment, spouse (generation 1), and their children (generations 2). The table shows there is no formal education for 31%, 1%, and 3% of the head of the household, spouse, and children. In generation 1, the family head's educational attainment is greater than his spouse's, and again, children are more educated than their parents. In generation 1, the highest education attained by family heads is graduation, i.e., 3%, while spouses' highest education is also graduation, i.e. 2%, but their children's highest educational attainment is M.Phil/PhD, i.e. 1%.

Table 4.4.3 Generation (G -1, G 1 & G 2) wise Occupation

Occupation	Occupation of Generation -1 (Father of the Head)		Occupation of Generation 1 (Head of the Household)		Occupation of Generation 2 (Children of the Head)	
	Actual No.	Percentage	Actual No.	Percentage	Actual No.	Percentage
Not Working/ Unemployed	4	2.67	1	0.67	50	12.32
Studying/ Pursuing	0	0	0	0	175	43.1
Domestic Assistant	0	0	0	0	61	15.02
Farming	139	92.67	125	83.33	32	7.88
Employer	0	0	1	0.67	1	0.25
Professional Job	1	0.67	1	0.67	4	0.99
Government Job	2	1.33	6	4	21	5.15
Causal wage earning	4	2.67	16	10.67	58	14.29
Private Job	0	0	0	0	4	0.99
Total	150	100	150	100	406	100

Source: - Primary data in Kandhamal District, Odisha, 2022

Table 4.4.3 shows the generation-wise occupations in the study area. A study found that around 93% of the fathers of the head of generation -1 were farming, while 83% of the heads of the family or generation -1 were engaged in farming activity. Still, in generation 2, or the children of the family head, only 8% are, followed by 3% and 11%, who are doing causal wage-earning in generation 1 and generation 2, but in generation 2, 43% are studying.

Fewer people were engaged in regular wage-earning activities, such as government jobs and professional jobs, i.e., 1.33% and 1% in generation 1, while 4% and 1% in generation 1, and 5% and 1% in generation 2.

Likewise, employers in the -1 generation are zero, while in the first generation it is 1%. Aside from that, only in the second generation have 1% private job workers, but there are not in the first generation and generation 1.

Table 4.4.4 Generation (G -1, G 1 & G 2) wise Highest Educational attainment

Education Level	Highest Education of Generation -1	Highest Education of Generation 1	Highest Education of Generation 2
	Percentage	Percentage	Percentage
No formal Education	74.67	25.33	0
Less than Primary Education	10.67	14.67	5
Primary Education (5th)	9.33	14.67	6.43
Upper Primary Education(8th)	4.67	12.67	10.71
Secondary School(10th)	0.67	22	17.86
Higher Secondary(+2)	0	6.67	28.57
Graduation(+3)	0	4	19.29
Professional Education	0	0	1.43
Technical Education	0	0	2.14
Vocational Education	0	0	1.43
Post Graduation(PG)	0	0	4.29
M.Phil / PhD	0	0	2.86
Total	100	100	100

Source: - Field Survey in Kandhamal District, Odisha, 2022

Education is a vital weapon in the fight against social problems. Therefore, table 4.4.4 indicates the generation-wise highest education attainment in the respective study area. Look at the table. Around 75% of people have not had formal education in -1 generation, compared to 25% and 0% in generation 1 and generation 2. In -1 generation, the highest educational attainment was secondary school (10th) with about 1%. Likewise, in the first generation, the highest education was graduation with about 4%, and in the second generation, the highest education level was M.Phil/PhD with about 3% of children. In -1 generation, most people's education levels were less than primary education, i.e., 11%, while in the first generation secondary school, i.e., 22%, and in the second generation higher secondary (+2) with about 29% of people. However, from the above table, we can draw the conclusion that the highest educational attainment is being increased from generation to generation, which is a good sign for society.

Table 4.4.5 Education Mobility from -1 Generation to Generation 1

Education Level	Highest Education of Generation -1 (A)	Highest Education of Generation 1 (B)	Education Mobility from -1 Generation to 1st Generation (C) (B-A=C)
	Percentage	Percentage	Percentage
No formal Education	74.67	25.33	-49.34
Less than Primary Education	10.67	14.67	4
Primary Education (5th)	9.33	14.67	5.34
Upper Primary Education(8th)	4.67	12.67	8
Secondary School(10th)	0.67	22	21.33
Higher Secondary(+2)	0	6.67	6.67
Graduation(+3)	0	4	4
Professional Course	0	0	0
Technical Course	0	0	0
Vocational Education	0	0	0
Post Graduation(PG)	0	0	0
M.Phil / PhD	0	0	0
Total	100	100	

Source: - Field Survey in Kandhamal District, Odisha, 2022

As education is important, and its mobility too, the above table 4.4.5 displays educational mobility from -1 generation to 1st generation, or we can say the highest education in generation -1 and generation 1 in the rural Kandhamal district. If we notice the educational mobility, there are around 75% of people who have not had formal education in generation -1, compared to 25% in generation 1. Therefore, there is a -49% negative educational mobility in no formal education, or we can say that 49% of people have upward educational mobility from generation -1 to generation 1, in other levels of education. Apart from this, there is upward educational mobility in other levels of education, such as with about 4%, 5%, 8%, 21%, 7%, and 4% in less than primary education, primary education, upper primary, secondary school, higher secondary, and graduation, respectively. Therefore, overall, we can say that educational mobility is going up, or positively mobilizing education in the respective study areas. This is a good sign and also necessary for social up liftment.

Table 4.4.6 Education Mobility from 1 Generation to Generation 2

Education Level	Highest Education of Generation 1 (A)	Highest Education of Generation 2 (B)	Education Mobility from Generation 1 to Generation 2 (C) (B-A=C)
	Percentage	Percentage	Percentage
No formal Education	25.33	0	-25.33
Less than Primary Education	14.67	5	-9.67
Primary Education (5th)	14.67	6.43	-8.24
Upper Primary Education(8th)	12.67	10.71	-1.96
Secondary School(10th)	22	17.86	-4.14
Higher Secondary(+2)	6.67	28.57	21.9
Graduation(+3)	4	19.29	15.29
Professional Education	0	1.43	1.43
Technical Education	0	2.14	2.14
Vocational Education	0	1.43	1.43
Post Graduation(PG)	0	4.29	4.29
M.Phil / PhD	0	2.86	2.86
Total	100	100	

Source: - Field Survey in Kandhamal District, Odisha, 2022

Education is not only important but also essential, and its mobility too. The above table 4.4.6 contains information about educational mobility from generation 1 to generation 2. On the other hand, we can say that the highest education was in generation 1 and generation 2 in the rural Kandhamal district and how people's educational attainment is increasing. If we see academic mobility, around 25% of family heads, or generation 1, has not had formal education, compared to 0% in generation 1. Therefore, there is a -25% negative educational mobility in no formal education. We can say that 25% of children of the head have more upward educational mobility than their parents at other levels of education. Likewise, at the different levels of education, generation 2 also has negative or downward educational mobility of about -10%, -8%, -2%, and -4%, respectively, at less than primary education, primary education, upper primary education, and secondary school compared to parents' or generation one's education. On the other hand, we can say that the above negative or downward mobility in education results in many children's having mobility upward in the different levels of education than their parents.

Aside from this, there is upward educational mobility in other levels of education, such as with about 22%, 15%, 1%, 2%, 1%, 4%, and 3%, respectively, in higher secondary education and graduation, professional education, technical education, vocational education, and post-graduation, respectively. Therefore, overall, we can say that educational mobility is going up, or positively mobilizing from generation 1 to generation 2, or children's educational attainment has been more diverse than parents' education in the respective study areas. This is a sign of increasing awareness among people about the importance of education and the success of educational planning and policies.

Table 4.4.7 Highest Educational Aspiration by Generation 1 for their Children Generation 2

Education Level	No. of Family	Percentage
NA	43	30.71
Higher Secondary(+2)	2	1.43
Graduation(+3)	55	39.29
Professional Education	5	3.57
Technical Education	4	2.86
Vocational Education	4	2.86
Post Graduation	22	15.71
M.Phil/ PhD	5	3.57
Total	140	100

Source: - Field Survey in Kandhamal District, Odisha, 2022

Educational aspiration is essential. Therefore, table 4.4.7 shows the highest educational aspirations of generation 1 for generation 2 or parents of their children in the study area of rural Kandhamal district. The above table shows that most of generation 1's educational aspirations for generation 2 are graduation, which is about 39%, followed by 16%, 4%, 4%, 3%, 3%, and 1%, respectively, for post-graduation, M.Phil/PhD, professional education, vocational education, and higher secondary education, respectively. Apart from this, there are 31% of people whose information is not available about educational aspirations for their children. The study result shows that generation 1 has more educational awareness than the previous generation, i.e., is generation -1. This higher educational aspiration will motivate them to pursue higher studies and lead to upward academic mobility in their respective study areas.

4.5 – Social Category wise Intergenerational Education Mobility

Table 4.5.1 Intergenerational Education Mobility of Social category ST (Schedule Tribe)

ST						
Education Level	Education Mobility from Generation -1 to Generation 1			Education Mobility from Generation 1 to Generation 2		
	HEG -1	HEG 1	Mobility	HEG 1	HEG 2	Mobility
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
No formal Education	78.85	25	-53.85	25	0	-25
Less than Primary Education	8.65	14.42	5.77	14.42	6.25	-8.17
Primary Education (5th)	7.69	16.35	8.66	16.35	6.25	-10.1
Upper Primary Education(8th)	3.85	11.54	7.69	11.54	10.42	-1.12
Secondary School(10th)	0.96	22.12	21.16	22.12	12.5	-9.62
Higher Secondary(+2)	0	4.81	4.81	4.81	26.04	21.23
Graduation	0	5.77	5.77	5.77	25	19.23
Professional Education	0	0	0	0	2.08	2.08
Technical Course	0	0	0	0	1.04	1.04
Vocational Course	0	0	0	0	0	0
Post Graduation(PG)	0	0	0	0	6.25	6.25
M.Phil / PhD	0	0	0	0	4.17	4.17
Total	100	100		100	100	
Note:- HEG - Highest Education of Generation -1, 1 & 2						

Source: - Field Survey in Kandhamal District, Odisha, 2022

Above, table 4.5.1 shows the generation to generation education attainment and mobility of ST people in the studied area. No formal education in generation -1 was 79%, while in generations 1 and 2 it was about 25% and 0%. The highest education of generation -1 is a secondary school, with about 1%, whereas in generation 1 and generation 2, the highest education is graduation and M.Phil/PhD, with about 6% and 4%.

The education mobility from generation -1 to generation 1 is up to graduation, i.e., around 6%. Likewise, education mobility from generation 1 to generation 2 is up to M.Phil/PhD level with 4%. The study concludes that in the Social category ST the education mobility is upward in the study area.

Table 4.5.2 Intergenerational Education Mobility of Social category SC (Schedule Caste)

SC						
Education Level	Education Mobility from Generation -1 to Generation 1			Education Mobility from Generation 1 to Generation 2		
	HEG -1	HEG 1	Mobility	HEG 1	HEG 2	Mobility
	Percent	Percent	Percent	Percent	Percent	Percent
No formal Education	70.59	23.53	-47.06	23.53	0	-23.53
Less than Primary Education	23.53	5.88	-17.65	5.88	6.25	0.37
Primary Education (5th)	0	11.76	11.76	11.76	0	-11.76
Upper Primary Education(8th)	5.88	17.65	11.77	17.65	12.5	-5.15
Secondary School(10th)	0	23.53	23.53	23.53	25	1.47
Higher Secondary(+2)	0	17.65	17.65	17.65	37.5	19.85
Graduation	0	0	0	0	6.25	6.25
Professional Course	0	0	0	0	0	0
Technical Course	0	0	0	0	6.25	6.25
Vocational Course	0	0	0	0	6.25	6.25
Post Graduation(PG)	0	0	0	0	0	0
M.Phil or PhD	0	0	0	0	0	0
Total	100	100		100	100	
Note:- HEG - Highest Education of Generation -1, 1 & 2						

Source: - Field Survey in Kandhamal District, Odisha, 2022

Table 4.5.2 indicates the intergenerational education mobility of social category SC. 79% of people had no formal education in generation -1, whereas in generation 1 and generation 2, it was 24% and 0%. The highest educational attainment of generation -1 is upper primary education, i.e., 6%, while in generation 1 is higher secondary and in the last generation, it is graduation, with about 18% and 6%, respectively. From generation -1 to generation 1, with less than primary education, the education mobility is 47%, followed by a secondary school with about 24%, and the education mobility is up to higher secondary, i.e., 18%.

Likewise, education mobility from generation 1 to generation 2 in less than primary education is 24%, followed by higher secondary education with about 20%. And the highest level of education mobility is up to graduation, i.e., 6%. The study concludes that in the social category SC, the intergenerational education mobility is upward.

Table 4.5.3 Intergenerational Education Mobility of Social category OBC (Other Backward Class)

OBC						
Education Level	Education Mobility from Generation -1 to Generation 1			Education Mobility from Generation 1 to Generation 2		
	HEG - 1	HEG 1	Mobility	HEG 1	HEG 2	Mobility
	Percent	Percent	Percent	Percent	Percent	Percent
No formal Education	60.71	28.57	-32.14	28.57	0	-28.57
Less than Primary Education	10.71	17.86	7.15	17.86	0	-17.86
Primary Education (5th)	21.43	10.71	-10.72	10.71	11.11	0.4
Upper Primary Education(8th)	7.14	14.29	7.15	14.29	11.11	-3.18
Secondary School(10th)	0	21.43	21.43	21.43	33.33	11.9
Higher Secondary(+2)	0	7.14	7.14	7.14	33.33	26.19
Graduation	0	0	0	0	3.7	3.7
Professional Course	0	0	0	0	0	0
Technical Course	0	0	0	0	3.7	3.7
Vocational Course	0	0	0	0	3.7	3.7
Post Graduation(PG)	0	0	0	0	0	0
M.Phil or PhD	0	0	0	0	0	0
Total	100	100		100	100	
Note:- HEG - Highest Education of Generation -1, 1 & 2						

Source: - Field Survey in Kandhamal District, Odisha, 2022

The above table 4.5.3 displays the intergenerational (G) educational mobility of the social category OBC. There was no formal education attainment in this category, i.e., 62%, 29%, and 0% in generations -1, 1 and 2. The highest educational attainment in G-1 is upper primary education, i.e., 7%, while in G1 and G2 are higher secondary and graduation, with about 7% and 4%. Aside from that, educational mobility from G-1 to G1 is generally up at almost all levels of education. Correspondingly, education mobility from G1 to G2 is upward, even if the percentage value is negative. Moreover, the G2's education mobility is greater than the G1. Overall, we can conclude that intergenerational education mobility is upward in the social category of OBC in the study area.

Table 4.5.4 Generation and Social Category wise Intergenerational Education Mobility

Generation and Social Category wise Education Mobility						
Education Level	Education Mobility from Generation -1 to Generation 1			Education Mobility from Generation 1 to Generation 2		
	Mobility			Mobility		
	ST	SC	OBC	ST	SC	OBC
	Percent	Percent	Percent	Percent	Percent	Percent
No formal Education	-53.85	-47.06	-32.14	-25	-23.53	-28.57
Less than Primary Education	5.77	-17.65	7.15	-8.17	0.37	-17.86
Primary Education (5th)	8.66	11.76	-10.72	-10.1	-11.76	0.4
Upper Primary Education(8th)	7.69	11.77	7.15	-1.12	-5.15	-3.18
Secondary School(10th)	21.16	23.53	21.43	-9.62	1.47	11.9
Higher Secondary(+2)	4.81	17.65	7.14	21.23	19.85	26.19
Graduation	5.77	0	0	19.23	6.25	3.7
Professional Course	0	0	0	2.08	0	0
Technical Course	0	0	0	1.04	6.25	3.7
Vocational Course	0	0	0	0	6.25	3.7
Post Graduation(PG)	0	0	0	6.25	0	0
M.Phil or PhD	0	0	0	4.17	0	0

Source: - Field Survey in Kandhamal District, Odisha, 2022

Table 4.5.4 shows the generation (G) and social category wise intergenerational education mobility in the study area. The highest educational mobility from G-1 to G1 of ST, SC, and OBC is no formal education, with 54%, 47%, and 32%. Likewise, the greatest educational mobility from G1 to G2 of ST, SC, and OBC was in no formal education, graduation, and no formal education, with 25%, 19%, and 32%, respectively. Similarly, social category wise, the highest level of educational mobility in the ST category is graduation, i.e., 6%, while in SC and OBC, it is higher secondary and higher secondary, with about 18% and 7%, respectively, from G-1 to G2. The social category wise highest level of education mobility from G1 to G2 of ST is M.Phil/PhD, i.e., around 4%. While in the SC and OBC, it is M.Phil or PhD, and higher secondary education, with about 5% and 7%, respectively.

However, if we compare the social category wise education mobility from G-1 to G1, then the study found ST people's education mobility is graduation (6%) which is higher than the other two categories (SC and OBC), i.e., both are higher secondary (18% and 7%). Likewise, educational mobility from G1 to G2 in the social category wise, ST and SC both have the highest level of education mobility, up to M.Phil/ PhD (both are 4%). At the same time, OBC is less (higher secondary) as compared to ST and SC, respectively. Therefore, we can conclude that the generation and social category wise overall education level is upward, and ST people have more educational mobility than the other two categories in the respective study area.

4.6- Relationship Investigation: Through Cross-tabulation

Chi-Square test: Generation -1 to Generation 1

Table 4.6.1 Cross-tabulation between Highest Educations attained by Generation -1 and Generation 1

Highest Education Attained by Generation 1	Highest Education Attained by -1 Generation					Total
	No formal Education	Less than Primary Education	Primary Education (5th)	Upper Primary (8 th)	Secondary School (10 th)	
No formal Education	35	1	1	1	0	38
Less than Primary Education	17	0	4	1	0	22
Primary Education (5th)	14	3	4	1	0	22
Upper Primary(8th)	13	2	4	0	0	19
Secondary School(10th)	20	9	1	3	0	33
Higher Secondary(+2)	8	1	0	1	0	10
Graduation(+3)	5	0	0	0	1	6
Total	112	16	14	7	1	150

Chi-Square analyses

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	55.715 ^a	24	.000
Likelihood Ratio	41.466	24	.015
Linear-by-Linear Association	3.265	1	.071
N of Valid Cases	150		

a. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .04.

The above table 4.6.1 shows, highest education attained by Generation -1 and Generation 1. Since the p-value is lower than taken significance level $\alpha = 0.05$, therefore we can reject the null hypothesis, meantime accept the alternative hypothesis results concludes, there is an association between highest education of generation -1 and generation 1.

Other than we can say there was a significance association between highest education of generation-1 and 1 (Pearson Chi-Square =55.715, $p < .001$).

Table 4.6.2 Cross-tabulation between Occupation of father of the head and Highest Educations attained by Generation 1.

Occupation of Father of the Head(G-1)	Highest Education Attained by Generation 1							Total
	No formal Education	Less than Primary	Primary Education (5th)	Upper Primary (8th)	Secondary School (10th)	Higher Secondary (+2)	Graduation (+3)	
Not Working	0	0	1	3	0	0	0	4
Farming	38	21	20	15	30	10	5	139
Professional Job	0	0	1	0	0	0	0	1
Government Job	0	0	0	0	1	0	1	2
Casual wage earner	0	1	0	1	2	0	0	4
Total	38	22	22	19	33	10	6	150

Chi-Square analysis

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	39.040 ^a	24	.027
Likelihood Ratio	28.754	24	.230
Linear-by-Linear Association	1.517	1	.218
N of Valid Cases	150		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

Above table 4.6.2 depicts, Occupation of father of the head and highest education attained by Generation 1. Since the p-value is lower than taken significance level $\alpha = 0.05$, therefore we can reject the null hypothesis, while accept the alternative hypothesis results concludes, there is an association between Occupation of the father of the head and highest education of generation 1.

On the other hand we can say there was a significance association between Occupation of the father of the head and highest education of generation1 (Pearson Chi-Square =39.040, $p=.027$).

Chi-Square test: Generation 1 to Generation 2

Table 4.6.3 Cross-tabulation between Highest Educations attained by Generation 1 and Highest Education attained by G2 (Children of the Head)

Highest Education attained by G2 (Children)	Highest Education Attained by Generation 1							Total
	No formal Education	Less than Primary	Primary Education (5th)	Upper Primary (8th)	Secondary School (10th)	Higher Secondary (+2)	Graduation (+3)	
Less than Primary Education	2	2	1	2	0	0	0	7
Primary Education (5th)	4	0	2	2	1	0	0	9
Upper Primary(8th)	7	2	2	2	1	1	0	15
Secondary School(10th)	6	5	6	4	2	1	1	25
Higher Secondary(+2)	10	8	3	3	12	3	1	40
Graduation(+3)	7	2	5	5	7	1	0	27
Professional Course	0	0	0	0	2	0	0	2
Technical Course	0	1	1	0	1	0	0	3
Vocational Course	0	0	0	0	0	1	1	2
Post Graduation(PG)	2	0	0	1	1	1	1	6
M.Phil/PhD	0	0	0	0	2	1	1	4
Total	38	20	20	19	29	9	5	140

Chi-Square analysis

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	74.256 ^a	60	.102
Likelihood Ratio	67.890	60	.226
Linear-by-Linear Association	16.408	1	.000
N of Valid Cases	140		

a. 68 cells (88.3%) have expected count less than 5. The minimum expected count is .07.

Table 4.6.3 highest education attained by Generation 1 and G2. Since the p-value is higher than chosen significance level $\alpha = 0.05$, therefore we can accept the null hypothesis, and reject the alternative hypothesis that concludes, an association between highest education of generation 1 and generation 2.

A part from that we can say there was a significance association between highest education of generation1 and generation 2 (Pearson Chi-Square value=74.256, p=.102).

Table 4.6.4 Cross-tabulation between Main Occupation of the Generation 1's Family Head Highest Educations attained by Generation 2 and (Children of the Head)

Highest Education attained by G2 (Children)	Main Occupation of the Generation 1's Family Head							Total
	Not Working	Farming	Business	Professional Job	Government Job	Causal wage earner	Private Job	
Less than Primary Education	0	5	0	0	0	2	0	7
Primary Education (5th)	0	7	0	0	1	1	0	9
Upper Primary(8th)	0	13	0	0	0	2	0	15
Secondary School(10th)	1	20	1	0	2	1	0	25
Higher Secondary(+2)	0	34	0	1	0	4	1	40
Graduation(+3)	0	24	0	0	1	2	0	27
Professional Course	0	1	0	0	0	1	0	2
Technical Course	0	3	0	0	0	0	0	3
Vocational Course	0	2	0	0	0	0	0	2
Post Graduation(PG)	0	5	0	0	0	1	0	6
M.Phil or PhD	0	2	0	0	1	1	0	4
Total	1	116	1	1	5	15	1	140

Chi-Square analysis

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	34.022 ^a	60	.997
Likelihood Ratio	29.305	60	1.000
Linear-by-Linear Association	.045	1	.832
N of Valid Cases	140		

a. 71 cells (92.2%) have expected count less than 5. The minimum expected count is .01.

Table 4.6.4 shows the Main occupation of the generation 1's family head and highest education attained by Generation 2. Since the p-value is higher than chosen significance level $\alpha = 0.05$, therefore we can accept the null hypothesis, and reject the alternative hypothesis that concludes that there is no an association between Main occupation of the generation 1's family head and highest education of generation 2.

Therefore we can say there was not a significance association between Main occupation of the generation 1's family head and highest education of generation 2. (Pearson Chi-Square value=34.022, p=.997).

Table 4.6.5 Cross-tabulation between Annual Household Income and Highest Educations attained by Generation 2 (Children of the Head)

Highest Education attained by G2 (Children)	Annual Household Income in Rupees						Total
	Less than 10,000	10,000-30,000	31,000-60,000	61,000-1,00,000	1 lakh to 2 lakh	More than 2 lakh	
Less than Primary Education	0	3	4	0	0	0	7
Primary Education (5th)	0	5	3	0	0	1	9
Upper Primary(8th)	0	8	7	0	0	0	15
Secondary School(10th)	0	9	10	4	1	1	25
Higher Secondary(+2)	1	19	17	3	0	0	40
Graduation(+3)	1	11	12	2	0	1	27
Professional Course	0	0	2	0	0	0	2
Technical Course	0	0	3	0	0	0	3
Vocational Course	0	1	0	1	0	0	2
Post Graduation(PG)	0	3	3	0	0	0	6
M.Phi or PhD	0	1	2	1	0	0	4
Total	2	60	63	11	1	3	140

Chi-Square analysis

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	32.949 ^a	50	.970
Likelihood Ratio	34.261	50	.956
Linear-by-Linear Association	.159	1	.690
N of Valid Cases	140		

a. 58 cells (87.9%) have expected count less than 5.

Table 4.6.5 shows Annual household income and highest education attained by Generation 2. Since the p-value is higher than chosen significance level $\alpha = 0.05$, therefore we can accept the null hypothesis, meantime reject the alternative hypothesis that concludes that there no an association between Annual household Income and highest education of generation 2.

Therefore we can say there was not a significance association Annual household income and highest education of generation 2. (Pearson Chi-Square value=32.949, p=.970).

Table 4.6.6 Cross-tabulation between Highest Education attained by Generation 1 (Children of the Head) and Highest educational aspiration for children of G2

Highest Education Attained by Generation 1	Highest Educational Aspiration in that Family								Total
	NA	Higher Secondary(+2)	Graduation (+3)	Professional Education	Technical Education	Vocational Education	Post Graduation (PG)	M.Phil /PhD	
No formal Education	14	2	11	2	2	1	5	1	38
Less than Primary Education	6	0	12	0	0	1	1	0	20
Primary Education (5th)	7	0	10	0	2	0	1	0	20
Upper Primary(8th)	8	0	6	0	0	1	3	1	19
Secondary School(10th)	4	0	13	3	0	1	6	2	29
Higher Secondary(+2)	3	0	3	0	0	0	2	1	9
Graduation(+3)	1	0	0	0	0	0	4	0	5
Total	43	2	55	5	4	4	22	5	140

Chi-Square analysis

	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	52.185 ^a	42	.135
Likelihood Ratio	52.611	42	.126
Linear-by-Linear Association	6.907	1	.009
N of Valid Cases	140		

a. 45 cells (80.4%) have expected count less than 5.

The above table 4.6.5 depicts highest education attained by Generation 1 and Highest educational attainment for G2. The p-value is higher than taken significance level $\alpha = 0.05$, therefore we can accept the null hypothesis, and reject the alternative hypothesis that concludes that an association highest education of generation 1 and highest educational aspiration for generation 2.

Therefore we can concludes again there was no significant association between highest education of generation 1 and highest educational aspiration for generation 2 (Pearson Chi-Square value=52.185, p=.135).

Parents opinion about children should do work or not during pursuing Education	Highest Education attained by G2 (Children)											
	Less than Primary Education	Primary Education (5th)	Upper Primary (8th)	Secondary School (10th)	Higher Secondary (+2)	Graduation (+3)	Professional Education	Technical Education	Vocational Education	Post Graduation (PG)	M.Phil/ PhD	Total
Yes	0	1	2	9	5	6	1	1	1	2	2	30
No	7	8	13	16	35	21	1	2	1	4	2	110
Total	7	9	15	25	40	27	2	3	2	6	4	140

Table 4.6.7 Cross tabulation between Parents opinion about children's education and Highest education attained by Generation 2.

Chi-Square analysis			
	Value	df	Asymptotic. Sig. (2-sided)
Pearson Chi-Square	31.404 ^a	20	.050
Likelihood Ratio	19.109	20	.515
Linear-by-Linear Association	5.938	1	.015
N of Valid Cases	140		

a. 24 cells (72.7%) have expected count less than 5.

The above table 4.6.7 shows relationship between Parents opinion about children's education and highest education attained by generation 2. Since there p-value is lower than taken significance level $\alpha = 0.05$, therefore we can reject the null hypothesis and accept the alternative hypothesis that concludes that an significant association between parent's opinion about children's education and highest education attained by generation 2(Pearson Chi-Square value=31.404, p=.050).

4.7- Relationship Investigation: Linear Regression Analysis

Table 4.7.1 Regression of Highest Education of Generation 1 by Highest Education of Generation -1

Source	SS	df	MS			
Model	10.9517	1	10.9517	Number of observation	150	
Residual	488.8416	148	3.302984	F(1, 148)	3.32	
Total	499.7933	149	3.354318	Probability > F	0.0706	
				R-squared	0.0219	
				Adjus. R-squared	0.0153	
				Root MSE	1.8174	

Highest Education of Generation 1	Coefficient	Std. Err.	t	Prob>t	95% Conf.	Interval
Highest Education of Generation -1	0.303035	0.16642	1.82	0.071	0.02583	-0.63190 2
_cons	2.830902	0.284703	9.94	0	2.268293	3.39351

The above tables 4.7.1 show the regression of the highest education level of generation 1 on the highest education level of generation -1. In the above table, SS (sum of squares) represents a variation in the dependent variable of about 499.7933, of which 10.9517 can be explainable by the model, meantime the remaining 488.8416 is unexplainable.

df: variance is associated with this degrees of freedom. The df is the number of independent values that can vary, and here it is 1.

ms: Sum of squares of mean. This is the sum of squares per unit df. And from the output sum of the model's square, residual and total are 10.9517, 3.302984, and 3.354318.

There are 150 observations used in the linear regression. The F (1, 148) is the ANOVA test run on the model, and it represents the model's and residuals' df, respectively.

Probability Value > F Value: Probability of obtaining the estimated F-statistics (the p-value) is lower than significance level of 10%, hence we can reject the null hypothesis and accept the alternative hypothesis at 10% level; therefore, the model is significantly higher than residual. Thus, the predictor of the model predicts the target variable.

R-squared refers determinant coefficient, representing the goodness of fit. 2.19% of the variation in the dependent variable is explained by the model from output.

Adjusted R-squared: The Adj R-squared, which tells us how the addition of the independent variable determines a variation of the dependent variable, tells us how the R-squared changes

as the number of predictor's increases. From this output, we can infer that, after accounting for the degree of freedom, the coefficient of the determinants is 1.53 percent.

Root MSE: Typical deviation of the Relatives (error term). We can infer from the results that the spread of the residuals is 1.8174.

The parameter estimation demonstrates the model's estimated parameters and the statistical importance of each. The estimated parameter is 1.82, and the coefficient value is 0.303035, which is a change in the dependent variable by a change of one unit in the independent variable. As a result, we can conclude that there is a relationship between the dependent and independent variable. In this case, we conducted a hypothesis test using the t-test to find how each estimated coefficient is significantly zero. And 2.830902 is the intercept value.

Table 4.7.2 Regress Highest Education of Generation 2 by Highest Education of Generation 1

				Number of observations	140
Source	SS	df	MS	F(1, 138)	18.47
Model	78.56479	1	78.56479	Probability > F	0
Residual	586.9781	138	4.253464	R-squared	0.118
Total	665.5429	139	4.788078	Adjus. R-squared	0.1117
				Root MSE	2.0624

Highest Education of Generation 2	Coefficient.	Standard Err.	t	P>t	95% Conff.	Interval
Highest Education of Generation 1	0.412197	0.09591	4.3	0	0.222555	0.60184
_cons	4.623826	0.352954	13.1	0	3.92593	5.321722

The above tables 4.7.2 indicate the regression of the highest education level of generation 2 on the highest education level of generation 1. In the above table, SS (sum of squares) represents a variation in the dependent variable of about 665.5429, of which 78.56479 can be explainable by the model, meantime the remaining 586.9781 is unexplainable.

df : Variance is associated with df. There is 1 independent value that can vary, which is the degree of freedom.

ms: Sum of squares of the mean. The total squares for each degree of freedom are represented here. And from the above output sum, of the model's square, residual, and total are 78.56479, 4.253464, and 4.788078.

There are 140 observations used in the linear regression. The F (1, 138) is the ANOVA test run on the model, and it represents the model's and residuals' df, respectively.

Probability > F: We reject the null and accept the alternative hypothesis at level 10% because there is a lower probability of obtaining the estimated F-statistics or greater (the p-value) than the significance level of 10%. As a result, the model is significantly better than the residual. As a result, the predictor in our model accurately forecasts the desired variable.

R-squared represents the determinant coefficient's goodness of fit. The model explains 1.18 percent of the output's variation in the dependent variable.

Adjusted R-squared: The Adj R-squared shows us how the addition of the independent variable determines a variation of the dependent variable because more predictors tend to increase the R-squared. From this output, we can infer that, after accounting for the degree of freedom, the coefficient of the determinants is 1.117 percent.

Root MSE: Typical deviation of the Relatives (error term). We can infer from the results that the spread of the residuals is 2.0624.

The parameter estimation demonstrates the model's estimated parameters and the statistical importance of each. The estimated parameter is 4.3, and the coefficient value is 0.412197, which represents a change in the dependent variable by one unit change in the independent variable. As a result, we can conclude that there is a relationship between the dependent and independent variable. In this case, we conducted a hypothesis test using the t-test to find how each estimated coefficient is significantly zero. And 4.623826 is the intercept value.

Table 4.7.3 Regress Highest Educational Aspiration for Generation 2 by Highest Education of Generation 1

Source	SS	df	MS
Model	0.73611	1	0.73611
Residual	344.5835	95	3.627195
Total	345.3196	96	3.597079

Number of observation	97
F(1, 95)	0.2
Probability > F	0.6534
R-squared	0.0021
Adjusted R-squared	-0.0084
Root MSE	1.9045

Highest Educational Aspiration for Generation2 (Children of the Head)	Coefficient	Std. Err.	t	P>t	95% Conficience	Interval
Highest Education of Generation 1	0.047825	0.106162	0.45	0.653	-0.16293	0.258583
_cons	4.256615	0.376344	11.31	0	3.509478	5.003752

The above tables 4.7.3 exhibit the regression of the highest educational aspiration for generation 2 on the highest education level of generation 1. In the above table, SS (sum of squares) represents a variation in the dependent variable of about 345.3196, of which 0.73611 can be explainable by the model, meantime the remaining 345.3196 is unexplainable.

df: The level of latitude connected to a variation. There are 1 independent values that can vary, which is the degree of freedom.

ms: average of the squared total. The total of all squares for a given degree of freedom is this. The model's square, residual, and total are 0.73611, 3.627195, and 3.597079, respectively, as calculated from the output sum above.

The linear regression uses 97 observations in total. The degrees of freedom for the model and residuals are simply represented by the F (1, 95), which is the result of an ANOVA test done on the model.

The Probability > F: We accept the null and reject the alternative hypothesis since the likelihood of getting the estimated F-statistics or higher (the p-value) is substantially higher than the significance level at 10%. As a result, the model is significantly better than the residual. As a result, the predictor in our model accurately forecasts the desired variable.

R-squared represents the determinant coefficient's goodness of fit. The model may be seen to explain 0.02 percent of the output's variation in the dependent variable.

Adjusted R-squared: The Adj R-squared, which tells us how the addition of the independent variable determines a variation of the dependent variable, tells us how the R-squared changes as the number of predictor's increases. From this output, we can infer that, after accounting for the degree of freedom, the coefficient of the determinants is -0.08%.

Root MSE: Typical deviation of the Relatives (error term). We can infer from the results that the spread of the residuals is 1.9045.

The parameter estimation demonstrates the model's estimated parameters and the statistical importance of each. The estimated parameter is 0.45, and the coefficient value is 0.047825, which is a change in the dependent variable by one unit change in the independent variable. As a result, we can conclude that there is a relationship between the dependent and independent variable. In this case, we conducted a hypothesis test using the t-test to find how each estimated coefficient is significantly zero. And 4.256615 is the intercept value.

Table 4.7.4 Regression of Highest Education of Generation 2 on Annual Household Income

Source	SS	df	MS
Model	0.759343	1	0.759343
Residual	664.7835	138	4.817272
Total	665.5429	139	4.788078

Number of observations	140
F(1, 138)	0.16
Probability > F	0.692
R-squared	0.0011
Adjusted R-squared	-0.0061
Root MSE	2.1948

Highest Education of Generation 2	Coef.	Std. Err.	t	P>t	95% Conf.	Interval
Annual Household Income	0.088296	0.222393	0.4	0.692	-0.35144	0.528034
_cons	5.792754	0.421123	13.76	0	4.960067	6.625442

The above tables 4.7.4 show the regression of the highest educational aspiration for generation 2 on the annual household income of generation 1. In the above table, SS (sum of squares) represents a variation in the dependent variable of about 666.5429 of which 0.759343 can be explainable by the model, at the same time the remaining 664.7835 is unexplainable.

df : The level of latitude connected to a variation. There is 1 independent value that can vary, which is the degree of freedom.

ms: average of the squared total. The total of all squares for a given degree of freedom is this. The model's square, residual, and total are, respectively, 0.759343, 4.817272, and 4.788078, as calculated from the output sum above.

The linear regression uses 140 observations in total. The degrees of freedom for the model and residuals are simply represented by the F (1, 138), which is the result of an ANOVA test done on the model.

The Probability > F: The model is significantly better than the residual because the likelihood of achieving the estimated F-statistics or greater (the p-value) is much greater than the significance level of 10%; as a result, we accept the null and reject the alternative hypothesis. As a result, our model's predictor accurately forecasts the target variable.

R-squared represents the determinant coefficient's goodness of fit. The model may be seen to explain 0.01 percent of the output's variation in the dependent variable.

Adjusted R-squared: The Adjusted R-squared, which tells us how the addition of the independent variable determines a variation of the dependent variable, tells us how the R-

squared changes as the number of predictor's increases. From this output, we can infer that, after accounting for the degree of freedom, the coefficient of the determinants is -0.06 percent.

Root MSE: Typical deviation of the Relatives (error term). We can infer from the output that the spread of the residuals is 2.1948.

The parameter estimation displays the model's estimated parameters along with the statistical importance of each one. Here, a hypothesis test was performed using the t-test to determine whether each estimated coefficient is significantly zero. As a result, the estimated parameter is 0.4 and the coefficient value is 0.088296, which represents a change in the dependent variable caused by a change of one unit in the independent variable. As a result, we can conclude that there is a relationship between the dependent and independent variables. Additionally, 5.792754 is the intercept value.

Table 4.7.5 Regression of Highest Education of Generation 2 on Occupation of the Family Head (G1)

Source	SS	df	MS
Model	0.216333	1	0.216333
Residual	665.3265	138	4.821207
Total	665.5429	139	4.788078

Number of observations	140
F(1, 138)	0.04
Probability > F	0.8326
R-squared	0.0003
Adjusted R-squared	-0.0069
Root MSE	2.1957

Highest Education of Generation 2	Coefficient	Standard Err.	t	P>t	95% Conff.	Interval
Occupation of the Family Head (G1)	0.021633	0.102127	0.21	0.833	-0.1803	0.223569
_cons	5.840099	0.519385	11.24	0	4.813116	6.867081

The above tables 4.7.5 show the regression of the highest education level of generation 2 on the occupation of the family head (G1). In the above table, SS (sum of squares) represents a variation in the dependent variable of about 666.5429 of which 0.216333 can be explainable by the model, at the same time remaining 665.3265 is unexplainable.

df: the degree of freedom connected to a variation. There are 1 independent value that can vary, which is the degree of freedom.

ms: average of the squared total. The total of all squares for a given degree of freedom is this. The model's square, residual, and total sum are 0.216333, 4.821207, and 4.788078, respectively, as calculated from the output sum above.

There are 140 observations used in the linear regression. The F (1, 138) is the ANOVA test run on the model, and it simply represents the model's and residuals' degrees of freedom, respectively.

The Probability > F: The estimated F-statistics is such as to give a p-value greater than the significance level of 10%. As a result, we accept the null and reject the alternative hypothesis. As a result, our model's predictor accurately forecasts the target variable.

R-squared represents the determinant coefficient's goodness of fit. The model explains 0.03 percent of the output's variation in the dependent variable.

Adjusted R-squared: Since the R-squared tends to grow as the number of predictors increases; the Adjusted R-squared shows us how the addition of the independent variable affects the dependent variable's variation. Based on this result, we can infer that, after accounting for the degree of freedom, the coefficient of the determinants is -0.6%.

Root MSE: The residuals' standard deviation (error term). Based on the results, we can infer that the residual spread is 2.1957.

The parameter estimation demonstrates the model's estimated parameters and their corresponding statistical significance. Here, a hypothesis test using the t-test was used to determine how each estimated coefficient is significantly zero; as a result, the estimated parameter is 0.21 and the coefficient value is 0.021633, which is a change in the dependent variable by a change of one unit in the independent variable; as a result, we can say that the dependent and independent variables are related. And 5.840099 is the value of the intercept.

Table 4.7.6 Regression of Highest Education of Generation 2 Household's Land Ownership

Source	SS	df	MS	Number of observations			140
Model	35.13855	1	35.13855	F(1, 138)			7.69
Residual	630.4043	138	4.568147	Probability > F			0.0063
Total	665.5429	139	4.788078	R-squared			0.0528
				Adjusted R-squared			0.0459
				Root MSE			2.1373

Highest Education of Generation 2	Coefficient	Standard Err.	t	P>t	95% Conf.	Interval
Families Land Holding	0.419315	0.151188	2.77	0.006	0.12037	0.71826
_cons	5.376783	0.272558	19.73	0	4.83785	5.91571

The above tables 4.7.6 show the regression of the highest education level of generation 2 on the household's land ownership (G1). In the above table, SS (sum of squares) represents a variation in the dependent variable of about 666.5429, of which 35.13855 can be explainable by the model; at the same time remaining 630.4043 is unexplainable.

df: the degree of freedom connected to a variation. There are 1 independent values that can vary, which is the degree of freedom.

ms: average of the squared total. The total of all squares for a given degree of freedom is this. The model's square, residual, and total from the aforementioned output sum are 35.13855, 4.568147, and 4.788078.

The linear regression uses 140 observations in total. The degrees of freedom for the model and residuals are simply represented by the F (1, 138), which is the result of an ANOVA test done on the model.

The Probability > F: We reject the null hypothesis and accept the alternative one, because the likelihood of achieving the estimated F-statistics or greater (the p-value) is below the significance level of 10%. As a result, the predictor in our model accurately forecasts the target variable.

R-squared is the determinant coefficient, which symbolises the degree of fit. The model explains 0.05 percent of the output's variation in the dependent variable.

Adjusted R-squared: The Adjusted R-squared shows us how the addition of the independent variable affects a change in the dependent variable, and from this result, we can infer that

after accounting for the degree of freedom, the coefficient of the determinants is 0.4 percent. This is because more predictors tend to increase the R-squared.

Root MSE: residuals' average deviation (error term). It is clear from the results that the residual spread is 2.1373 percent.

The parameter estimation demonstrates the model's estimated parameters and their corresponding statistical significance. Here, a t-test was used to conduct a hypothesis test to determine whether each estimated coefficient is significantly zero. As a result, the estimated parameter is 2.77, and the coefficient value is 0.419315, which represents a change in the dependent variable caused by a change of one unit in the independent variable, indicating that there is a relationship between the dependent and independent variables. And 5.376783 is the value of the intercept.

Chapter-5: Conclusion

- Major Findings
- Suggestions
- Conclusion of study
- Scope and Limitation of the Study
- Recommendations for Further Study

The Major Findings from the Study

1. The ST community dominates the district in the study area, i.e. around 70% of the ST population, while only a very small number of people belong to the general community, i.e. about 1%.
2. Almost 93% of people belong to the Hindu religion, and 73% of people use Odia as their first language.
3. For 83 per cent of people, their primary occupation is farming, while only 4 per cent are doing government jobs. In addition to regular wage-earning, business and professional jobs make up about 10% and 1%, respectively. Likewise, around 75% of people in secondary occupations earn regular wages, and 17% of people work casual work.
4. 23% of family heads are migrating out for work purposes. Many have many reasons, such as lack of work opportunities, low income, and not being interested in the village area's work.
5. Correspondingly, 11 per cent of families send their children to work for their livelihood.
6. There are very few people whose income is more than two lakh per annum, at only 3 per cent. In the meantime, the maximum number of people's incomes falls between thirty-one thousand and sixty thousand, or only 45%.
7. About 92 per cent of the population have a BPL card, and similarly, 91 per cent have a job card.
8. Over 80% of people have been using LPG for cooking, with 75% of people's LPG connections being government-assisted.
9. Electrification is essential, but still, some areas are not fully electrified, and 97% of families are electrified. About 90% of people have access to electricity through government-assisted.
10. In the study area, 77% of families use some combination of fuels, such as firewood, gas, stoves, and electricity, while only 23% of families use specifically firewood for cooking. Correspondingly, about 43% of people use drinking water from wells, and on the other hand, 41% of families use sources such as public taps, manual hand pumps, etc., for drinking water.

11. If we observe the family's dwelling unit, the maximum number of people living in the Kutchha house is about 42%, while only 18% are in the Pucca house. Aside from that, 65% of families have a toilet facility.
12. The total number of schools has increased continuously from 2012-13 to 2015-16 in Kandhamal district but fell in Odisha till 2016-17. After that, it started constantly declining in the district and the state.
13. In the respective districts, the aggregate number of students enrolled in first and fifth grades has declined from 2012–13 to 2019–20. In the meantime, the enrolment rate in the 8th and 10th grades has steadily increased from 2012 to 2019. Apart from this, in the 12th grade, it has rapidly grown.
14. The educational transition rate in Kandhamal has been increasing in Odisha as well. It also found the transition rate of female students was higher than that of male students in the Kandhamal district since 2017.
15. The teacher-pupil ratio in Kandhamal and Odisha is being increased from 0.046 to 0.064 in Kandhamal and from 0.046 to 0.106 in Odisha.
16. The educational dropout rate in primary and upper primary education has been fluctuating, but it has been continuously decreasing in secondary school.
17. The availability of infrastructural facilities such as toilets, electric connections, playgrounds, kitchen sheds, buildings, and boundaries in schools has been increasing.
18. In the -1 generation, most people have not had any formal education, i.e., 77% of males and 95% of females.
19. Correspondingly, in generation 1, most males' education levels were upper primary while females' education levels were less than primary education.
20. But in generation 2, most children's education levels are secondary school.
21. In the study area, most people's occupation was farming in generation -1 as well as generation 1.
22. The highest educational attainment in generation -1 is a secondary school, with about 1%, while in generation 1 is graduation, with about 4%. In addition, generation 2's highest educational attainment is M.Phil/PhD, with about 3%.
23. There is overall upward mobility in education from generation -1 to generation 1, including graduation level. And also, 49% of those with downward educational mobility have no formal education, which means that 49% of those with educational mobility have different education levels.

24. The study found educational mobility upward in generation 2 compared to generation 1. In generation 1, the highest education was graduation, while in generation 2, it was M.Phil/PhD.
25. Parents' educational aspirations are essential for their children. Therefore, the study found most families' educational aspiration is graduation, with about 39%, whereas for the highest education, i.e. M.Phil/PhD, with about 4%.
26. From generation -1 to generation 1, people in the ST category have more educational mobility than the other two categories (SC, OBC) in terms of academic mobility.
27. Likewise, from generation 1 to generation 2, the ST social category has the highest educational mobility as compared to others (SC and OBC).
28. The study found a significant association between annual household income, the occupation of the family head, and the highest educational attainment of the second generation (children of the family head).
29. There is an association between the highest education of generation -1 and generation 1. This means if the education of the -1 generation increases, it positively affects the first generation's education level.
30. Likewise, there is a significant association or positive relationships between the occupation of the father of the head and the highest education attained by generation 1.
31. There is not much significant association between highest education attained by generation 1(head of the family) and generation 2(children of the head).
32. There is not significant association between main occupation of the family head and highest education attained by generation 2 as well as annual household income of the family head and highest education attained by generation 2.
33. Parent's education level and their educational aspiration for their children is not much significant association.

Suggestions

The following suggestions can be made in the context of the present study to solve some educational problems in the rural areas of Southern Odisha:

1. In the study area, there is still child labour (under 16 years old), so the administration should be made answerable and banned to respective parents.
2. The government should focus on increasing household income.
3. In the school the basic facilities like toilets, drinking water, a playground, portable equipment, a boundary wall, teaching-learning materials, and library book should be improved.
4. All stakeholders, like parents, community people, political leaders, government officials, teachers, and school authorities, should join hands to succeed in the education sector.

The Scope and Limitation of the Study

The present study is limited to the following areas.

1. The rural area of the southern (Kandhamal) part of Odisha.
2. The study only covered four blocks in the district.

Conclusion

Illiteracy and children's engagement in various kinds of child work indicates a lack of parental awareness about the importance of education. A family's socio-economic condition plays a vital role in the quality of elementary education in the rural areas of the Kandhamal district. Parents' poverty also plays a significant role in making the teaching successful or otherwise. Low-income families are interested in engaging their children in various works outside the home because they think that children are a source of income and should go to work. Lack of community participation and lack of awareness of education are fundamental problems in making education a success. Children's education in rural locations is also impacted by their school's clean atmosphere, appropriate teaching materials, adequate classrooms, nutritious midday meals, and other acceptable infrastructure. Additionally, parental aspirations for the education of their children are essential for children's upward educational mobility.

Getting all the children a decent education should be a national priority. To make it successful, the government and other stakeholders ought to work together. All students should be able to consistently attend elementary school by overcoming the obstacles with the proper measures.

Recommendations for Further Study

A large number of research studies have been conducted on education and education mobility in India as well as in Odisha. But few studies have been conducted in the Kandhamal district, and no studies have been conducted in the rural areas of the Kandhamal district, which have been underdeveloped for a long time. The study and findings of this study are limited to a few villages only. Thus, it is pertinent to make the following recommendations in light of the findings of the present study for further investigation.

1. Further research can be conducted by taking a large sample across various social categories in all the blocks of the district.
2. Studies can be conducted to identify the problems faced by parents in educating their children to pursue higher studies.
3. Research can be conducted to understand why child labour and migration exist there and what special provisions there could be for addressing that problem.

4. Comparative studies can be done between educational mobility in the Kandhamal district and other districts in Odisha as well.
5. Comparative studies can be done between the literacy of the Kandhamal district and other districts of the state.
6. An experimental method may be adopted to find out the impact of parents' education level, socio economic condition, and educational aspirations on their children's educational attainment.

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A Study on: **Education in Rural Kandhamal District, Odisha - Status and Mobility**

Field Survey

We thank you for participating in this field survey. This survey is part of research study to understand the educational status and its relation to socio-economic status. The study is to help us understand in educational mobility across generations and to understand the factors relevant for educational mobility. All the information collected is purely for academic research purpose and information provided will be kept strictly confidential.

Kandhamal District Fieldwork on Educational Status and Mobility

Date:

Name of the Village:

Name of Gram Panchayat:

Name of the Block:

Name of the Respondent:

A. The socio-economic profile:

1. Caste: 1=ST 2=SC 3=OBC 4=General

2. Religion: 1=Hindu 2=Christian

3. Mother Language: 1=Odia 2=Kui 3= Hindi 4=English

4. Household composition: 1=1 2=2 3=3 4=4 5=>5

	Adults (above 16 years)	Children (16 years or below)
Male		
Female		

5. Demographic composition:

		2	4		5	6	7	8
S.No	Name	Relation to Head	Sex	Age	Marital Status	Educational Status	Occupation (code)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Codes:-

2

6

1= Head	7= Sister/Brother of head or spouse
2= Spouse	
3= Son/daughter	8= Nephew/Niece
4= Grand child	9= Other relatives
5= Step child	10= Servant
6= Parent of head or spouse	11= Non-relative
	12= Other (specify)

1= No formal education	8= Completed Professional Education
2= Less than primary	9= Completed Technical Education
3=Completed PE(5th)	10= Completed Vocational Education
4= Completed UP (8th)	11= Completed PG
5= Completed SS (10th)	12= Completed M.Phil/PhD
6= Completed HS (+2)	13= Any Other (Specify)
7= Completed Graduation	

7

5

UM=Un-Married
M= Married
D= Diverse
S= Separated
W=Widow, Widower

1= No working	7= Professional job
2= Studying	8= Government service
3= Domestic assistant	9=Regular wage earning
4= Farmer	10=Casual wage earning
5= Employee	11=Other (specify)
6= Business	

6. Main Occupation:

7. Secondary Occupation(s):

8. Agricultural Landholding

S.No.	Type	Ownership holding (acre)	Leased-in (acre)	Leased-out (acre)	Operational holding (acre)	Main Crops grown
1.	Irrigated					
2.	Un-irrigated					

9. Does anyone from your family migrate for work? Yes / No 1=Yes
2=No

9. a. If yes, then major reason for migrating out:

a. Lack of work opportunity in village =1

b. Low income in the village area work =2

c. Low income in agriculture =3

d. Not interested in the village work =4

e. Any other (specify): =5 9=Non of the others

10. Do you send your children (below 16 ages) to work? Yes / No 1=Yes
2=No

10.a. If yes, how many children go to work: 1=1 2=2 3=More than two

10.b. The reason for sending children to work:

1=For Money 2=For Monetary adjustment (in studies)

11. Household Income (Annual in rupees):

1=10,000 – 30,000 2= 31,000-60,000 3=61,000-1, 00,000

4= 1 lakh to 2 lakh 5= More than two lakh

12. Annual total expenditure on education (rupees):

1= <10,000 2=10,000-20,000 3= More than 20,000 4= Not N

13. Annual average medical expenses (rupees):

1= <10,000 2= 10,000-30,000 3= >30,000 4= No Idea

14. Type of Dwelling Unit:

Codes (Q.14no.)

14. a. Details about dwelling unit:

No. of rooms: 1=2 2=3-5 3=5-8 4= .>8

Toilet facility: Yes/ No 1=Yes 2=No

15. Do you have BPL Card? Yes / No 1=Yes
2=No

16. Do you have a Job Card? Yes / No 1=Yes
2=No

1= Kutcha House
2= Pucca House
3= Tin House
4= Asbestos House
5= Bamboo House
6= Other(specify)

17. Do you have an LPG connection? Yes / No 1=Yes 2=No

17.a. If yes, whether (a) Govt. Assisted =1 OR (b) Private =2

18. Do you have an electric connection to your home? Yes / No 1=Yes
2=No

18. a. If yes, then which type: a.BPL connection =1 b. APL connection =2

19. Main Sources of Fuel for Cooking is:

a. Firewood =1 b. Gas =2 c. Electricity =3
d. A Combination of these (specify): =4

20. Sources of drinking water:

a. Public Tap = 1 b. Manual Hand Pump =2
c. Well/ spring =3 e. Combination of these = 4

B.Information about Intergenerational Education

Mobility

“**Head**” below means the Head of the Household.

	Codes
21. Level of Education attained by Father of the Head:	1= No formal education
22. Level of Education attained by Mother of the Head:	2= Less than primary
23. Occupation of the Father of the Head:	3=Completed PE(5th)
24. Occupation of the Mother of the Head:	4= Completed UP (8th)
	5= Completed SS (10th)
	6= Completed HS (+2)
	7= Completed Graduation
	8= Completed Professional Education
	9= Completed Technical Education
	10= Completed Vocational Education
	11= Completed PG
	12= Completed M.Phil/PhD
	13= Any Other (Specify)

25. Educational status of the Head:

26. Educational status of spouse of the Head:

27. Please give information about the educational status of the children who have attained educational level more than their parents in your household:

28. For the children who are pursuing studies at present please provide for each child the household (head's) aspirations for his/her educational achievement:

1=10th 2=+2 3=+3(Graduation) 4=Professional Education 5=Technical Education

6=Vocational Education 7=PG 8=M.Phil/ PhD 0= NA

29. Does your household give equal opportunity to boys and girls in education?
Yes / No 1=Yes 2=No

29.a. Give your reasons:

1=It is important for all 0= Don't have son and daughter right now

30. Specify the type of school where your children study in:

Boys: a. Government =1 b. Private =2 c. Both=3

Girls: a. Government b. Private c. Both

30.a. Expenditure on Government School (per month in rupees)

1=100-500 2=500-1,000

3=1,000-2,000 4= >2,000

30.b. Expenditure on Private School (per month):

1=1,000-2,000 2=2,000-5,000 3=5,000-10,000 4= >10,000 5= Not Now

31. Are you satisfied with the quality of education? Yes / No 1=Yes 2=No

31.a. Give your reasons: 1= Children's level is improving

2=Not much Improving

32. Do you face any hindrances in the education of your children? Yes / No

1=Yes 2=No 3=Not now

32.a. Please explain the kind of difficulties faced:

1=Money Shortage 2=Communication problem

33. Do you think that girls should go for higher studies like boys? Give your reasons: 1=Yes 2=No

34. Do you believe that children should not be given any household activity in order to continue their studies? Give your reasons, 1=Yes 2=Both

35. Do you feel that the education of children is only wastage of time and money? Give your reasons, 1=Yes 2=No

36. Do you feel that girls should stay at home and learn household activities instead of going to school? Give your reasons 1=Yes 2=No

37. Your general remarks about education of children:

1= Education is Important 2= should have tuition

3= Regular Studies 4= All of these

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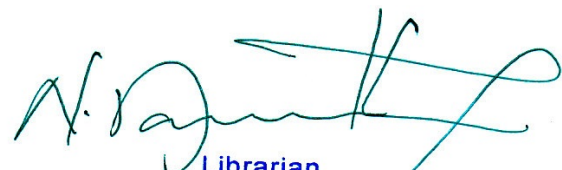
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