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Recent Educational Performance of Indian States: Special Refence to Dropout Ratio at Secondary School Level.

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Abstract

The role of education in the holistic development of human beings has been widely acknowledged and accepted over a long period of time. Education and training enhancing the skills, efficiency, and productivity among the people and helps to build a capable workforce that contributes to faster economic growth. The school education plays important role in child's future. Therefore, the government of India has given importance to improvements in school education since the first five-year plans. The improvements in education sector can be examined through the improvement in education related indicators. Hence, we made an attempt to analyze recent improvements in dropout ratio at elementary school level in selected Indian states. This study observed the positive improvement in dropout ratio at elementary school level across the states. This study also focuses on the interstate disparity in terms of in gross enrolment ratio at elementary school level, we found that the interstate disparity in gross enrollment ratio has reduced. It implies that all selected states have performed well to improve the gross enrollment ratio.

Keywords: Trends, Patterns and Changes in Gross Enrolment Ratio, Improvements in Educational Indicators, Interstate Disparities, Gross Enrollment Ratio

Introduction

The role of education in the holistic development of human beings has been widely acknowledged and accepted over a long period of time. Education and training enhance the person's skills, efficiency, and productivity and helps to build a capable workforce that contributes to faster economic growth. Therefore, education is considered as a key for economic and social sector development in any nation and expenditure on education has observed as an investment in an economic issue that recognized more in recent years. Many economists like Schultz (1961), Swaroop (1996), Lee and Barro (1997), Gupta, and others (2004) have proved through different empirical studies, that improvements in educational indicators helps to increase the educational attainments levels and leads to human development. In the Indian constitution, education has received the utmost importance and it is considered a fundamental right for all citizens of the country. The government is taking continuous efforts and launched different schemes like Mid-day Meal Scheme (1995) Sarva Shiksha Abhiyan (2001), Right to Education Act (2009), Beti Bachao Beti Padhao (2015) for enhancing enrolment, and literacy rate and reduces the dropout ratio of children and spread education among the deprived people. As a result, countries attainment level improved in most of educational indicators over the period. Despite, the performance of country is satisfactory in education sector, it lagged behind in may educational indicators.

Database

In this present study, we have used secondary data as per the requirement of the study. We have taken data from various institutions and government publications. Among them, major sources are Educational Statistics at A Glance 2018, annual reports of the Ministry of Human Resource Development of India, Government of India, economic surveys of India.

Methodology

We have analyzed the recent trends, patterns and changes in dropout ratio at elementary school level in selected Indian states. We used the simple statistical tools like percentage, average and maximum and minimum, growth rate and coefficient of variation (C.V) to analyze the recent trends and comparison of improvements in educational indicators.

States wise Dropout Ratio

The dropout ratio means the percentage of children leaves the school without completing the specific school course or

leaving at some intermediate point of a given grade or level of education. The dropout of students affects negatively on different aspects of a country like economic growth, labour market, productivity, social progress, poverty etc. The table represents the state wise dropout ratio at secondary school level during the period 2004-05 and 2016-17. The table shows that, on an average the total dropout ratio in India has decreased from 69.92% in 2004-05 to 22.13% in 2016-17. The average dropout ratio for boys has reduced from 60.41% in 2004-05 to 22.11% in 2016-17 while the ratio among the girls has decreased from 63.88% to 22.15% during the same period.

Percentage of Dropout Rate at Secondary School Level (Class I-X) In 2004-05 to 2016-17

Sr. No	States	2004-05			2016-17			Percentage Change		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	62.3	65.24	63.69	49.63	50.4	50	-26%	-29%	-27%
2	Assam	75.18	74.69	74.96	26.38	28.75	27.6	-185%	-160%	-172%
3	Bihar	81.46	85.64	83.06	38.49	40.98	39.73	-112%	-109%	-109%
4	Chhattisgarh				26.11	22.39	24.23	100%	100%	100%
5	Gujarat	58.01	61.05	59.29	25.6	21.91	24.08	-127%	-179%	-146%
6	Haryana	28.01	37.72	32.48	12.07	12.28	12.16	-132%	-207%	-167%
7	Himachal Pradesh	N/A	N/A	N/A	7.65	6.32	7.03	#	#	#
8	J&K	54.63	52.53	53.75	23.32	25.53	24.35	-134%	-106%	-121%
9	Jharkhand	N/A	N/A	N/A	36.17	37.12	36.64	#	#	#
10	Karnataka	59.71	58.99	59.38	47.82	48.42	48.11	-25%	-22%	-23%
11	Kerala	10.64	3.52	7.15	15.58	9.78	12.76	32%	64%	44%
12	Madhya Pradesh	60.48	70.31	64.7	23.7	23.83	23.76	-155%	-195%	-172%
13	Maharashtra	52.11	56.4	54.16	11.43	11.1	11.28	-356%	-408%	-380%
14	Orissa	66.4	61.46	64.42	28.9	28.83	28.87	-130%	-113%	-123%
15	Punjab	43.68	44.49	44.06	9.14	7.88	8.6	-378%	-465%	-412%
16	Rajasthan	69.33	80.72	73.87	15.14	15.25	15.19	-358%	-429%	-386%
17	Tamil Nadu	57.27	52.71	55.19	13.65	6.26	10.03	-320%	-742%	-450%
18	Uttar Pradesh	40.49	48.99	43.77	12.54	12.9	12.71	-223%	-280%	-244%
19	Uttarakhand*	40.49	48.99	43.77	9.94	8.15	9.09	-307%	-501%	-382%
20	West Bengal	75.92	80.34	78.03	26.53	27.27	26.93	-186%	-195%	-190%
	INDIA	60.41	63.88	61.92	22.11	22.15	22.13	-173%	-188%	-180%
	Minimum	10.64	3.52	7.15	7.65	6.26	7.03			
	Maximum	81.46	85.64	83.06	49.63	50.40	50.00			
	X	55.07	57.87	56.22	22.99	22.27	22.66			
	STD	18.12	19.48	18.56	12.52	13.77	13.08			
	CV	32.91	33.65	33.02	54.47	61.85	57.72			

Source: Selected Educational Statistics 2004-05 Government of India Ministry of Human Resource Development Department of Higher Education New Delhi and MHRD Department of School Education Loksabha Starred Question No *271 answered on 31/12/2018.

The table 5.7 reveals that, in the selected major 20 states on an average the total dropout ratio has decreased significantly from 69.92% in 2004-05 to 22.13% in 2016-17, for boys it has reduced from 60.41% to 22.11% and for girls it has decreased from 63.88% to 22.15% during the same period. The dropout ratio for boys varies from minimum 10.64% in Kerala followed by 28.01% in Haryana and maximum 81.46% in Bihar followed by West Bengal and Assam 75.95% and 75.18% respectively in 2004-05. In the same period the lowest ratio 3.52% for girls has recorded in Kerala followed by 37.72% in Haryana and highest dropout ratio 85.64% was observed in Bihar followed by Rajasthan and 80.72% and 80.34% in West Bengal. The sum of total dropout ratio of boys and girls varies from minimum 7.15% in Kerala followed by 32.48% in Haryana and maximum 83.06% in Bihar followed by

78.03%, 74.96% and 73.87% in West Bengal, Assam and Rajasthan respectively. For the period of 2016-17 the dropout ratio for boys varies between minimum, 7.65% in Himachal Pradesh followed by 9.14% in Punjab and 9.94% in Uttarakhand, while maximum 49.63% in Andhra Pradesh followed by 47.82% in Karnataka and 38.49% in Bihar. Girls' dropout ratio varies between minimum 6.26% in Tamil Nadu followed by 6.32% in Himachal Pradesh and 7.88% in Punjab and maximum 50.40% in Andhra Pradesh followed by 48.42% in Karnataka and 40.98% in Bihar. The total dropout ratio was lowest in Himachal Pradesh 7.03% followed by 8.6% in Punjab and 9.09% in Uttarakhand and highest in Andhra Pradesh 50.00% followed by 48.11% in Karnataka and 39.73% in Bihar. In the above table the percentage change during the 2004-05 to 2016-17 has been calculated. The data reveals that in

India on an average the sum of total dropout ratio has been reduced by -180%, for boys and girls it reduced by -173% and 188% respectively. It is notable that during the period of 2004-05 to 2016-17 in all three terms (boys, girls and total) the dropout ratio for secondary school segment has been declined in the all selected major states except the Kerala state. The highest reduction -378% in the dropout ratio for boys has been recorded in Punjab followed by -358% in Rajasthan and -356% in Maharashtra, for girl's highest reduction has been experienced in Tamil Nadu by -742% followed by Uttarakhand -501% and -462% in Punjab. The total dropout ratio declined at highest rate in Tamil Nadu by -450% followed by -412% in Punjab and -386% in Rajasthan. The interstate disparity is analyzed with help of the Coefficient of Variation (C.V) value. It is to observed that the CV value has increased in all three forms, it indicates that the interstate disparity among the selected states has increased during the study period. The table reveals that CV value of total dropout ratio of selected states has increased from 33.02 in 2004-05 to 57.72 in 2016-17. The CV value of dropout ratio for boys has increased from 32.91 in 2004-05 to 54.47 in 2016-17 while CV value of dropout ratio for girls has raised from 33.65 to 61.85 during the same period.

Conclusion

In this study we made an attempt to analyze the recent trends, patterns and changes in dropout ratio at secondary school level in selected Indian states during the 2005-06 to 2015-16. This study observed the positive improvement in total dropout ratio across the states. However, the rate of improvement in terms of girl students' dropout ratio is better boy students' dropout ratio. It indicates that many Indian states are taking good efforts to decrease the dropout ratio of girl students. This study also focuses on the interstate disparity in terms of dropout ratio at secondary school level. We found that the though the dropout ration has decreased at significant rate in most of the selected states, still the interstate disparity in dropout ratio has increased. It implies that the decreasing rate of dropout ratio in all selected states was not same. Hence the central and state governments should continue the same policy measures to decrease the dropout ratio and advanced policy measures to improve the interstates disparity in terms dropout ratio in the country.

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