

## EDUCATIONAL DEPRIVATION IN INDIA : AN EVIDENCE FROM NATIONAL SAMPLE SURVEY



### ABSTRACT

Present study tries to understand the correlates and access to education in terms of two important dimensions of educational deprivations i.e educational wastage and educational non-enrolment for the of persons of age (5-29) years. The study highlighted the constraints in proper implementation of Right to Education act in India. The empirical analysis shows that the mean age of enrolment in Indian school is 5.5 years and drop-out age is 14 years and 60 percent females never get enrolled in school in their lifetime. Among states, nearly 20 percent children in Bihar never seen school and more than 33 percent of the children in relatively developed states like Gujarat, Maharashtra, Karnataka, Kerala and Tamil Nadu are educationally wasted while in Andhra Pradesh, West Bengal and Orissa have of total children(5-29 years) half are educationally wasted. The main reasons of educational deprivation were lack of interest in education and financial constraints.

**Keywords :** NSS, Educational wastage, Educational non-enrolment, Educational deprivation.

#### Background

Education is the foundation of any society and it arouses in child the socio-cultural values and norms and thus is the strongest force in the development and growth of a child in preparing him/her to be a responsible, intelligent, and capable citizen. The fourth goal of UN SDGs (United Nation Sustainable Development Goals) focusses on the quality education with a mission of “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” (UNSDGs). The government of India in view of United Nations MDGs, passed a landmark legislation in the year 2010 in the form of Right to Education (RTE) Act which declared education as the fundamental rights and an article 21A has been instituted in the constitution for this purpose. Since then, education in the age group (6-14) years is free and compulsory for all the citizens of India. While the government of India has been making concerted efforts aimed at expanding the reach of education, the phenomenon of educational deprivation in

the form of school dropouts/discontinuation in the study and the problem of educational non-enrolment remains a blot on the progress of education in India. In India, although the percentage of literacy is rising, but at the same time number of illiterate children in the age group of 6 to 14 years is also increasing(). There is an urgent need to address the problem in most states of India and at all stages of school education where unacceptably high dropout rates have been reported ().The dropouts represent a significant human cost to children and the nation since they will most likely be permanently illiterate (). Globally, India has the largest population in the K12 age group (Kindergarten to 12th grade), the worrying factor is that only 60 percent children are enrolled across the country (Thornton, 2010).Banerji (2000) found that even though number of primary schools and the enrolment of students in the primary schools are increasing but successive governments have failed to make 'education for all' a realit. Akila (2004) argued that while repetition rates were slightly higher for boys than

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girls, discontinuation rate was observed to be high among girls. Borkotoky & Unisa, (2014) found that at the all-India level, one-fifth of females in the age group 15-24 were never enrolled, and this dropped to nine percent for the age group 10-14. Several other studies have indicated that levels of primary school enrolment did not improve much in India over time (Bhatty, 1998; Levy, 2001; Mohanty & Rao 2004). It was observed that poor households did not send their children to school due to fear of losing children's income (Reddy, 2003). In rural and remote areas, the transportation cost may have an important bearing on school enrolment (Dostie et al, 2006). Previous studies have done analysis of the determinants of school participation in India, a similar inspiration include Duraisamy and Duraisamy (1991), Duraisamy (1992), Kingdon (1994, 1996, 1998), Jayachandran (1997), and Sipahimalani (1998), among others. Very limited or no work have been done on the situation of accessibility to education in India post the passage of RTE, 2009 act. In this context present paper tries to examine how far this right is accessible and educational deprivation in terms of educational wastage and educational non-enrolment and their determinants were tried to be captured at all India level.

#### **Data source and methodology**

The data used in the study is from the 71<sup>st</sup> round of National Sample Survey (NSS). This survey round collected data on Social Consumption: education and health at all India level from 1<sup>st</sup> January 2014 to 30<sup>th</sup> June 2014. In this paper, data on education is utilised in order to gain some insights into the access to education. Educational wastage has been defined in terms of persons of age (5-29) years who have enrolled in the school but they are either educationally dropout or discontinued their education before reaching class 10<sup>th</sup>. Educational non-enrolment have been seen as the persons of age (5-29) years who have never enrolled in school in their life time. Bivariate analysis was carried out for knowing the situation of educational deprivation in India. The variable “ever enrolled and those who did not complete his/her study till class 10” has been taken in order to form educational wastage variable. The educational wastage “0” category indicates “no drop out or discontinued” and

category 1 indicates “drop out/discontinued”. Similarly, the variable corresponding to “whether ever enrolled” will be used for forming the educational non-enrolment variable.

#### **Results**

**Table 1** shows that at all India level, around 10 percent persons of the age (5-29) years never went to school and nearly 33 percent were educationally wasted. Of total persons in the age group (5-29) years the percentage of children never attended any schooling was more than 10 percent with Rajasthan (14.3 percent), Uttar Pradesh (U.P) (14.5 percent), Bihar (18.5 percent), Jharkhand (11.6 percent) and Madhya Pradesh (M.P) (11 percent) respectively. In terms of educationally wasted person in the age group (5-29) years, among all states, relatively developed states like Gujarat, Maharashtra, Karnataka, Kerala and Tamil Nadu have more than 33 percent of the person are educationally wasted. Orissa, Andhra Pradesh and W. Bengal and the North Eastern states have nearly 50 percent of the persons in the age group (5-29) years as educationally wasted. In most of the other states just more than 30 percent are educationally wasted. The maximum educational wastage of around 65 percent was found in Tripura while the minimum was found in Chandigarh and Uttarakhand with less than 5 percent. Sex wise analysis shows that (Table not shown) almost half of the males and half of the females getting educationally wasted across all the states of India.

**Table 2** shows persons of age (5-29) years who were either educationally wasted or educationally never-enrolled by background characteristics wise. Educational deprivation both in terms of wastage and non-enrolment are more among never married persons (nearly 53 percent in both wastage and non-enrolment), among those who belongs to Hindu religion (nearly 69 percent in both wastage and non-enrolment), as well as among those who lives in rural areas (nearly 63 percent are educational wastage and 71 percent as non-enrolment). The NSS data reveals that more than 45 percent of the children from poorest income group are educationally never enrolled and nearly 26 percent as educationally wasted. Nearly 45 percent with large family size (3 to 5 members or 6 plus members) remain deprived of education (in terms of both

wastage and educational non-enrolment). Age wise educational deprivation in terms educational wastage is just one percent for age group 5-10 years and increases to 29 percent among the age group 16 to 20 years and 36 percent for 21-25 years age groups while for educational non-enrolment it is higher in age group 5-10 years (27.5 percent) while 8 percent in 11-15 age group ,17 percent in 16-20 years age group and nearly 20 percent for age groups 21 to 25 years and 26 to 29 years respectively. we found that educational wastage occurs at higher ages but never enrolled in the educational system is seen both at earlier ages as well as in higher ages. The five major reasons for educational wastage was lack of interest in education (27.1 percent), financial constraints (20.3 percent), engagement in domestic and economic activities (14.6 percent and 12.8 percent) and unable to cope up with studies (12.4 percent). On the other hand, there were three major reasons for educational deprivation based on non-enrolment i.e.lack of interest in education (28.3 percent), financial constraints (20 percent) and engagement in domestic activities (14.5 percent).

Data reveals (table not shown) that the mean years of educational wastage and minimum class completed before drop-out by various states of India. At all India level the mean age of enrolment in school is 5.5 years and drop-out age is around 14 years. So overall almost there is 8 years of education that a person on an average wasted in school. In the states of Bihar, UP, and Chandigarh, on an average, after studying just seven years of schooling, a child leaves the school and gets drop-out and studied only till class 6. In Manipur and Kerela ,childrentake almost on an average 8-9 years of schooling before getting drop out. In J&K also the situation is good as mean years of grade studied is class 8.

### Discussion

Present study attempts to study the educational deprivations in India in the form of educational wastage (educational drop-outs / discontinued groups) and educational non-enrolment (never enrolled) in the era of post the passage of RTE act, 2010. Some important findings which emerged from are that there has been a lot of regional variations within the country in both

educational non-enrolment and educational wastage. Worst performing states in terms of non-enrolment in school are Rajasthan, UP, Bihar, Jharkhand and MP. These states also belong the group of states which has poor socio-economic conditions which sometimes activates the non-enrolment in school. Further, other important findings that emerges from the study is that the educationally wasted group among person in age group 5 to 29 years was found to be surprisingly high (ranges between 33% to 50%) among relatively developed states of the country like Gujarat, Maharashtra, Karnataka, Kerala ,Tamil Nadu, Andhra Pradesh and West Bengal. Among all the states within the country, gender differentials in education was found to be very high and lower among females in both educationally wasted and non-enrolment rate. The major reasons of drop-outs and educational non enrolment within the country was lack of interest in education and financial constraint. The proportion of person in the educational wastage and educational non enrolment are higher among household with more than 3 persons and also it was higher among poorest and poorer UMPCE. It seems that though right to education act provides free and compulsory education to all children in the age group 6 to 14 years as one of the fundamental rights but its fruit does not reaped properly and there is scope of improving the inequality in education and its access existed among the various sections of the population.

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**Table1: Percentage distribution of status of educational attendance of persons of age (5-29) years by states of India, NSS\*, 2014.**

(NSSRegion)	Current educational attendance				Educationl wastage (educational drop outs / discontinued)	
	Never attended	Ever attended but currently not attending	Currently attending	N	Percentage	N
J&K	5.44	27.89	66.67	2995	39.03	271
H.P	1.62	32.15	66.23	1767	13.76	65
Punjab	5.03	38.61	56.36	3275	21.94	185

Chandigarh	5.64	38.98	55.38	376	4.89	8
Uttarakhand	2.61	32.78	64.61	1357	4.14	18
Haryana	6.95	35.65	57.4	3427	15.83	143
Delhi	5.18	40.65	54.16	2331	24.86	160
Rajasthan	14.38	28.46	57.17	7730	32.73	685
U.P	14.55	28.07	57.38	22444	19.12	1,012
Bihar	18.54	21.79	59.66	8590	28.06	420
Sikkim	1.22	34.53	64.25	964	40.49	103
Arunachal Pr.	8.57	23.08	68.35	1417	60.91	142
Nagaland	3.09	33.16	63.75	1342	11.17	46
Manipur	3.95	30.05	66	3144	16.85	137
Mizoram	3.51	33.45	63.04	1827	57.05	311
Tripura	4.28	38.22	57.5	2433	64.53	421
Meghalaya	3.14	37.28	59.58	2144	56.42	338
Assam	5.34	38.01	56.65	4691	42	604
W.Bengal	7.65	38.77	53.58	9659	49.11	1,378
Jharkhand	11.66	28.94	59.4	3673	26.36	241
Odisha	8.14	41.73	50.13	5200	52.27	827
Chhattisgarh	7.43	34.11	58.46	2646	31.2	224
M.P	11.02	35.27	53.71	8999	34.79	851
Gujarat	6.31	42.21	51.48	6540	35.9	700
Daman&diu	12.42	57.02	30.56	303	47.51	23
D&N Haveli	11.92	42.77	45.31	309	62.08	50
Maharashtra	3.77	41.98	54.26	11335	38.84	1,339
A.P	7.7	39.73	52.57	4544	49.76	578
Karnataka	5.84	43.33	50.83	6185	37.73	721
Goa	3.89	37.23	58.87	367	37.56	39
Lakshdweep	0.47	49.58	49.94	399	62.08	69
Kerala	0.34	35.22	64.44	4366	39.04	428
T.N	1.74	40.68	57.57	6856	29.99	540
Pudducherry	3.35	45.66	50.98	493	34.84	58
A&N Islands	2.86	39.99	57.15	527	44.12	81
Telangana	6.03	36.2	57.78	2874	24.14	189
<b>All India</b>	<b>9.43</b>	<b>34.37</b>	<b>56.20</b>	<b>1,47,529</b>	<b>33.56</b>	<b>13,405</b>

Note:\*National Sample Survey (NSS) 71<sup>st</sup> round, 2014.

Table2: Persons of age (5-29) years who were either educationally wasted or educationally never-enrolled by background Characteristics, India, NSS \*,2014.

Background Characteristics	Educational Wastage		Educationally never enrolled	
	Percent	N	Percent	N
<b>Sex</b>				
male	52.2	7,000	39.1	<b>3,676</b>
female	47.8	6,405	60.9	<b>5,734</b>
<b>Age</b>				
5-10 yrs.	1.3	178	27.5	<b>2590</b>
11-15 yrs.	7.1	945	8.5	<b>803</b>
16-20 yrs.	29.1	3,900	17.7	<b>1662</b>
21-25 yrs.	35.9	4,811	24.9	<b>2344</b>
26-29 yrs.	26.6	3,571	21.4	<b>2011</b>
<b>Marital status</b>				
Never married	53.5	7171	53.9	<b>5068</b>
Ever married	46.5	6234	46.1	<b>4339</b>

<b>Religion</b>				
Hindu	69.8	9,352	68.8	<b>6472</b>
Muslim	20.2	2,704	26.5	<b>2497</b>
Christian	6.9	926	2.2	<b>204</b>
Others	3.2	423	2.5	<b>237</b>
<b>Caste</b>				
ST	19.4	2600	16.9	<b>1586</b>
SC	19.7	2640	22.3	<b>2100</b>
OBC	36.9	4946	44.0	<b>4144</b>
Others	24.0	3218	16.8	<b>1580</b>
<b>Place of residence</b>				
Rural	63.7	8,542	71.1	<b>6,693</b>
Urban	36.3	4,863	28.9	<b>2,717</b>
<b>Household size</b>				
1 to 2	4.1	548	2.5	<b>233</b>
3 to 5	50.0	6704	40.6	<b>3821</b>
6+	45.9	6153	56.9	<b>5356</b>
<b>UMPCE</b>				
Poorest	26.8	3,591	45.6	<b>4290</b>
Poorer	25.3	3,385	27.8	<b>2613</b>
middle	23.7	3,170	16.7	<b>1566</b>
richer	17.1	2,295	7.6	<b>710</b>
richest	7.2	962	2.4	<b>228</b>
<b>Major Reasons</b>				
not interested in education	27.17	3642	28.35	<b>2,668</b>
financial constraints	20.33	2725	20.07	<b>1,889</b>
engaged in domestic activities	14.67	1966	14.56	<b>1,370</b>
engaged in economic activities	12.87	1725	4.34	<b>408</b>
unable to cope up with studies/ failure	12.45	1669	0.02	<b>2</b>
completed desired level/class	0.30	40	0.02	<b>2</b>
Marriage	5.38	721	0.33	<b>31</b>
Others	6.84	917	32.31	<b>3,040</b>
<b>Total</b>	<b>100.0</b>	<b>13,405</b>	<b>100.0</b>	<b>9410</b>

Note: \*National Sample Survey (NSS) 71<sup>st</sup> round, 2014; \*\* persons of age (5-29) years who have ever attended schooling but discontinued/dropped out later; ;# refers to usual monthly per capita expenditure