

**DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM  
IN ODISHA WITH SPECIAL REFERENCE TO BARGARH DISTRICT,  
ODISHA**

**Dissertation**

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**Dated: 30-04-2022**

**DECLARATION**

I, Sujit Kumar Luha, solemnly declare that this dissertation entitled “**DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM IN ODISHA WITH SPECIAL REFERENCE TO BARGARH DISTRICT, ODISHA**” being submitted to the National Institute of Educational Planning and Administration, New Delhi for the award of Master of Philosophy is based on my original research work under the supervision of Dr. Sangeeta Angom. I further declare that to the best of my knowledge; this research work has not been submitted to any other university/institution for award of any diploma or degree whatsoever.

**(Sujit Kumar Luha)**

## **CERTIFICATE**

This is to certify that this dissertation entitled “**DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM IN ODISHA WITH SPECIAL REFERENCE TO BARGARH DISTRICT, ODISHA**”, submitted by Mr Sujit Kumar Luha in partial fulfilment of the requirements of the Degree of Master of Philosophy at Department of Higher & Professional Education in National Institute of Educational Planning and Administration, New Delhi, is based on the results of the research work carried out under my guidance and supervision. This dissertation or any part thereof has not been submitted to any other university/institution for the award of any diploma or degree whatsoever.

**(Dr. Sangeeta Angom)**

## **ABSTRACT**

Discrimination in education refers to the act of denying persons from specific groups' access to their full educational rights. It is considered a human rights violation. Discrimination in education might be based on ethnicity, nationality, age, gender, race, socioeconomic status, disability, or religion. The purpose of this study was to look into Discriminatory Practices in School Education System. The questionnaires were well-designed. One questionnaire was created for the student, and the other was created for the instructor. Students in grades VIII to IX from private and government schools in the Barpali, Bargarh, Bijepur, Gaisilat, Jharbandh, and Rajborasambar blocks of Bargarh Districts of Odisha. Samples had been chosen to match the study's goal. A purposive sample of 240 students (120 males and 120 girls) and 24 samples of heads of institutions from 24 schools were recruited for the study. The researchers looked into the several factors that lead to Odisha's discriminatory education systems. Important aspects to examine are school administration, school boards, medium of teaching, instructional materials, mode of transportation, and teacher availability. The researcher discovered that the syllabus model creates a disparity in education quality between government and private schools in this study. Another form of discrimination is the use of well-experienced teachers who are cooperative. Because private school fees are relatively exorbitant, only wealthy families with a stable economic structure can afford them. Private schools are a luxury education system in this region, according to the research, since they provide different standard facilities like school buses, national level curriculum, smart class room facility, and strong infrastructure, which government schools do not. The rise of the private education system, particularly the emergence of CBSE and ICSE, was also analysed. The problem of quality emerges when the two school-education systems - public and private - compete. The creation of a wide variety of problems as a result of discriminatory behaviour in the educational system should be investigated further through the studies indicated. This is the research's main point.

**Keywords:** Discrimination, Curriculum. Violation, Luxury, Private, Exorbitant

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## **LIST OF ABBREVIATIONS**

SC	Scheduled Castes
ST	Schedule Tribes
GDP	Gross Domestic Product
CBSE	Central Board of Secondary Education
CISCE	Council for the Indian School Certificate Examination
NEP	National Education Policy
GER	Gross Enrollment Ratio
POA	Program of Action
DPEP	District Primary Education Program
NPEGEL	National Programme for Education of Girls at Elementary Level
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
BSE	Board of Secondary Education
OSEPA	Odisha School Education Programme Authority
U.E.E.	Universalization of Elementary Education

# **CHAPTER-I**

# INTRODUCTION

*Ambedkar wanted the people to cultivate the values of freedom and equality among themselves; it is possible only through education. He regarded education as a means to reach the doors of light and perception to remove the regions of darkness and ignorance.<sup>1</sup>*

## 1.0 INTRODUCTION

Education is considered as life blood of an individual due to its indispensable role in a modern globalised world. Education empowers an individual socially, economically and by bestowing decent standard of living. Since time immemorial education has been used a powerful weapon by elite classes to differentiate themselves against the masses throughout the world through exclusive political and economic institutions. Pre-Independence in India, education was a personal treasury for few noble people and a luxury for the large Indian masses. After the adoption of the Constitution of India in 1950, special provisions were being made with intent to bring historically disadvantaged group, namely Scheduled Castes (SC)/Schedule Tribes (STs) to mainstream society by dint of empowering their role in nation building. Moreover, it is deplorable that Government of India spends an insignificant percentage of GDP in education i.e. lower than any civilised nations in the world at present. As Indian society is an uneven society, the discrimination is a social reality. Therefore, to put an end to social inequality and any form of discrimination, education emerges as a powerful tool that can be used to fabricate an egalitarian society. But the hapless reality is that being of the private and the government schools make education system discriminatory which is strengthening the existing socio-economic inequities.

Education, in the twenty-first-century plays a fundamental role in the rise and fall of nations. Education, as one of the most dominant factors in shaping an individual's personality, serves a variety of purposes. It is a valuable resource for both material and human growth. The status of elementary education in any country is usually contradictory by means of serving as a bridge between rudimentary education and higher education, as well as a terminal role in providing the requisite manpower for the proliferation of the country. Devoid of universal acceptance of a set of rules and

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<sup>1</sup>[https://figshare.com/articles/journal\\_contribution/Contribution\\_of\\_Dr\\_B\\_R\\_Ambedkar\\_to\\_Indian\\_Education\\_and\\_Society/12358088#:~:text=Ambedkar%20wanted%20the%20people%20to,regions%20of%20darkness%20and%20ignorance.](https://figshare.com/articles/journal_contribution/Contribution_of_Dr_B_R_Ambedkar_to_Indian_Education_and_Society/12358088#:~:text=Ambedkar%20wanted%20the%20people%20to,regions%20of%20darkness%20and%20ignorance.)

values, over and above a minimum standard of literacy and knowledge among its people, a democratic society cannot be well-balanced. To explore India is a multi-lingual, multi-cultural and multi-ethnic country; it is so vast that its historical and geographical magnitude is answerable for the structure of various and diverse patterns. Despite this its geo-graphical, topo-graphical, agro-climatic, socioeconomic, and cultural factors have contributed to their success. Notwithstanding in India, people of different races and tribes live according to their own philosophy, psychology, and sociology style. Subsequently from a sociological point of view, India has repeatedly failed to achieve its goals due to its numerous backwardness. Disadvantages group of peoples are one of the main concerns of the backward classes in the country.

India apperceived Guru Kula system in ancient times. Lord Thomas Babington Macaulay had introduced the western education system, including the English language in India in the 1830s. Following independence, the Indian government established various schools in India affiliated to different Boards just as the Central Board of Secondary Education (CBSE), the Council for the Indian School Certificate Examination (CISCE), and State Board. Some of them were Religion-based schools. Primary and secondary education (lower primary (standard I to V) and upper primary (standard VI to VIII) are both free and compulsory in India (see sentence construction). Primary education starts off a child at the age of six years and ends at the age of fourteen; secondary education commence at the ninth grade and ends in the twelfth grade. The secondary level can split into two-year cycles: General / Lower Secondary Schools (Standard X) and High / Senior Secondary Schools (Standard XII). Government school stipulates free education, while private education is more popular at the secondary level.

Education of a native starts at home and continues until his/her death, as it stands on-going process. The key investment in national growth is education. The return on this investment is the production of human capital that is suited of society's needs and is accumulated over time. Thus, education contributes to the wellbeing of the people by fostering a healthy and democratic society coupled with developing one's skills.

## **1.1 HISTORY OF EDUCATION SYSTEM IN INDIA**

Education provides a sound knowledge and enriches the mind inheritably; education system in India can be divided chronologically as - ancient education system, medieval education system, Islamic education system and the post-colonial system. Ancient India was a country of innovation and invention, a rich and wealthy educational system and the first university in the world viz. the University of Ancient Takshila's existence back in 700 BC. From ancient times the religious education system of India had started with their religious education (Pandya, 2014). The education system of today had its own characteristics and was an inspiration for all education systems around the world (Chand, 2015). The Buddha's time primarily focused on secular higher education in higher education, with the goal of acquiring knowledge and developing children's personalities. Furthermore, the religious framework: subjects such as politics, economics, philosophy, and history were taught during that time. Along with other areas, women's empowerment and education were also observed during that time (Maheshwari, 2012) with the advent of the Mughals, the Islamic period in India began prior to the attack; Muslims had set up higher education institutions in the Muslim country of Madras. In India, the madrassa was founded mainly by Delhi Sultane during the medieval period in India, education increased, mainly during the Mughal rule, from the beginning of 1526 to the end of the Mughal political presence in 1848. First time in India, the British followed the policy of not interfering in the social and cultural life of India. After 1919, education was introduced by the Indian Minister in the province of the Montage-Chelmsford Act of 1919, a number of regulations and recommendations were made for the expansion of education in India. From that day on, the British began to pay out money on education in India. Later, various commissions were also passed for the better development and expansion of education in India (Meena, 2015). The modern Indian education system is a contribution of both public as well as private sectors that can be classified into six levels namely; pre-primary, primary, secondary, higher secondary, graduate and postgraduate.

## **1.2 EDUCATIONAL POLICIES IN INDIA**

The modern education system in India had been initiated in India by the East India Company (UK) for the boon of European and Anglo-Indian children. Later in 1781, Calcutta Madrassahsah laid down with a view to promote education acknowledged by Warren Hastings. Subsequently, on 1st January 1919, the Hindu College of Banaras was established to spread Western knowledge through

the medium of English. From 1765 to 1813, the education systems in India were under various agencies and for various purposes as they established two main institutions to gain the confidence of the people of India with traditional and indigenous education. Christian missionaries were also authorised to unfold educational work in India; from 1813 to 1947 India's education was under the control of the British Parliament and went through various stages. However, the British government failed to create a national education system in India, and no systematic education plans had been developed under the revised Viceroy, Governors, and Directors.

The Indian Constitution provides various provisions related to education and its development in the country. The two responsibilities of Indian education are more precisely the central list and the integrated list. Some of the core elements of the Indian Constitution related to education exist free and compulsory education, education for the minority, education in the mother tongue, education for the weaker sections of society, secular education, women's education, development of Hindi, education in the Union Territory, etc.

After independence, the first Indian education policy had announced in 1968 appertaining to the recommendations of the Education Commission 1964-66. The main objective had to mandated education and advanced training and qualification policy for all children up to the age of 14 years. The policy fastened on teaching English, Hindi, and regional languages at the secondary level, as well as encouraging the ancient Sanskrit language in India (NEP, 1968).

Another national policy related to education introduced in India in 1986; principal aim of the policy had to eliminate inequality and give equal opportunities to Indian. The National Education Policy 1986 mainly geared towards child development and care in India. Indira Gandhi National Open University had instituted during the policy period (NEP, 1986).

The new education strategy 2020 is a considerable transition from the previous policy of 1986. On July 29, 2020, it was policy frame under the chairmanship of Dr. K. Kasturirangan. It is the first 21st-century education policy to replace the thirty-four-year NPE. It advocates for a "5+3+3+4" structure that corresponds to the age categories 3 to 8 years (foundational stage), 8 to 11 years (preparatory stage), 11 to 14 years (middle stage), and 14 to 18 years (advanced stage) (secondary stage). It integrates early childhood education with the formal educational system. Additionally, until the fifth grade, pupils should be taught in their native language.

With a 100% Gross Enrollment Ratio (GER) in school education, this strategy intends to universalize education from pre-school to secondary school. The NEP 2020 has launched a number of initiatives, including first-year engineering programmes in regional languages, an academic bank of credit



(which allows students to enter and depart higher education several times), and recommendations for internationalisation of higher education<sup>2</sup>.

The National Policy of Education 1986 amended in 1992 to address various external and internal issues, known as the Program of Action. The plan focused on the universalization of primary education and adult education including women's education (POA, 1992).

Recently in India, various new policies have been announced by various governments related to various aspects of education. Some of them are-District Primary Education Program 1994, Sarva Sikh Abhiyan 2000, National Programme for Education of Girls at Elementary Level 2003, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education 2009, Inclusive Education for the Disabled at Secondary Stage 2009, Saakshar Bharat (Saakshar Bharat)/Adult Education 2009, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for development of higher education 2013.

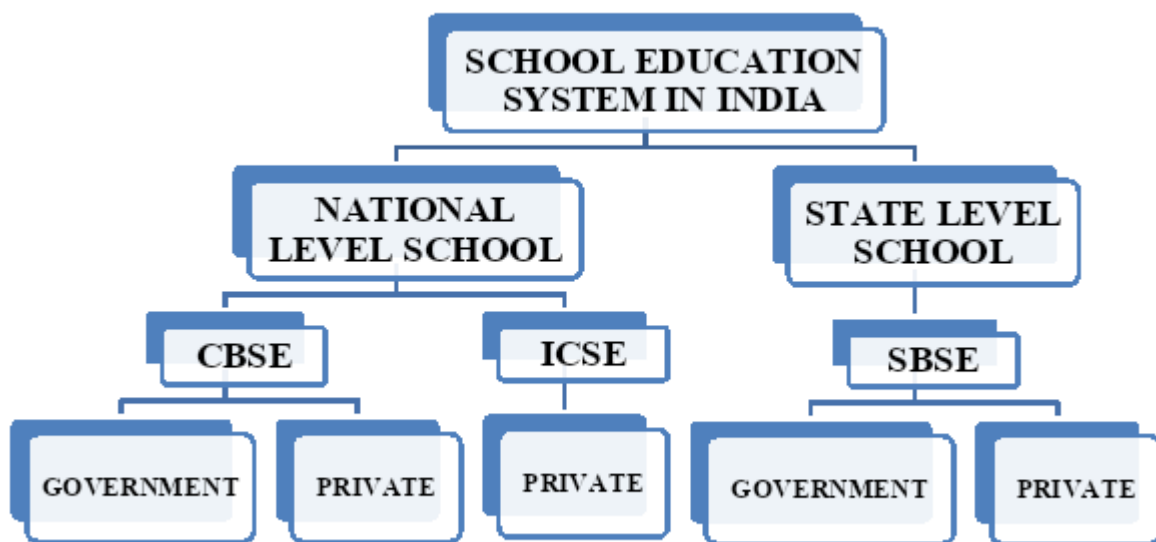
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<sup>2</sup><https://pib.gov.in/PressReleasePage.aspx?PRID=1642061#:~:text=New%20Policy%20aims%20for%20universalization,stream%20through%20open%20schooling%20system.>

### 1.3 SCHOOL EDUCATION SYSTEM IN INDIA

School education includes classes I through XII, and it is the most important stage of education. School education in Odisha is managed by both the public and private sectors, according to established procedures. Most of the private education is operated by individuals or special organisations, whereas public schools are run by the central and state governments. Shown in Fig. 1. for a diagram of the school education system.

Figure. 1 School education System in India



The Central Board of Secondary Education (CBSE) is one of India's most well-known and highly recognised educational institutions. CBSE has achieved this since it is used to execute traditional teaching patterns in the majority of schools across the country. This is also the national level board, which is used by a number of private and public schools throughout the country. Exams are given by the Board to both private and regular students.

The ICSE, or Indian Certificate for Secondary Education, provides a fantastic programme that focuses on the fundamentals and principles of theories. It is yet another of India's pragmatic Education Boards. A private school board in India is the Council for Indian School Certificate Examination. The purpose of this Board is to undertake a basic education analysis through English medium, in accordance with the recommendations of the New Education Policy 1986 (India). State boards are distinct from one another, with their own syllabus and ranking criteria. Among India's

major education boards, each state board has its own educational strategy, resulting in differences in the curriculum from one state to the next. In comparison to various other boards, the syllabus is often confined. In the curriculum, regional languages and heritage play an important role.

## **1.4 RATIONALE OF THE STUDY**

Every human being's first and most fundamental right is to receive an education. It is the first step in the development of a person's personality. The role of education is to ensure that citizens have access to a wide range of knowledge. This includes social, cognitive, cultural, emotional, and physical skills growth. This education should be delivered in a way that combines both knowledge and entertainment. Parents like to keep small children in their immediate vicinity so that they can quickly pick them up and drop them off. Occasionally, without testing the school's context and vision, as well as its programmes and curriculum, while it is crucial to keep small children close to their parents, it is also critical to choose a good education. Odisha offers schooling at various levels, including lower primary, upper primary, middle school, higher secondary school, and technical higher secondary school. General Education Department of Odisha oversees running schools in the state. The Board of Secondary Education (BSE), Odisha, the Central Board of Secondary Education (CBSE), and the Council of Indian Certificate of Secondary Education (CISCE) are the bodies under which schools in Odisha are affiliated. Odisha has a total of 66,765 schools, according to the Odisha School Education Programme Authority (OSEPA, 2020), with 54,911 government schools and 4433 private schools. In the meantime, it is important to examine whether all private education agencies are contributing to societal and economical discrimination. In this regard, literature shows that while there are studies on quality and expensive school fees, there are few comparative studies of public and private schools. Moreover, there is no single study conducted so far to compare the discriminatory practices in public and private school education in the Western region state of Odisha, as far as researcher's knowledge is concerned.

Further, the schools in Odisha face various types of problems as they are under different educational board system. Schools are affiliated to CBSE, CICSE or state board. Two national-level boards have been established for various reasons, but the two vision boards are now operating in distinct lives. The CBSE and ICSE board focus on privatisation of education, but in Odisha, most people live in poverty and are unable to afford private education. This is impossible because there is a clear divide between rich and poor students. Since private schooling is only accessible in urban areas in Odisha, there is a regional divide between rural and urban students. Since private schools have a reservation

policy for the SC, ST, and EWS departments, there is ethnic discrimination under the RTE Act. Religious discrimination is the result of SSVM for Hinduism in various faith-based schools, Madrasa for Muslims and Missionary School for Christians. The state of Odisha has taken some steps, such as creating an Odisha Model School and launching the ANWESHA scheme. Oriya, English, and Hindi are used as mediums of instruction in Orissa's educational institutions. In public institutions, Oriya and Hindi are widely used, but English is widely used in private institutions. Such practices can be understood as discriminatory practices in school system and these needs to be further investigate through the proposed study.

## **1.5 STATEMENT OF THE PROBLEM**

The problem to undertake for the present investigation is stated as *“DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM IN ODISHA WITH SPECIAL REFERENCE TO BARGARH DISTRICT, ODISHA”*

## **1.6 RESEARCH QUESTIONS**

1. Are there any discriminatory practices by the schools in Odisha?
2. Why discrimination is being practiced while providing school education?
3. What are the factors responsible for not able to provide quality education in both private and public institutions?
4. What are the factor explaining discrimination between private and public schools?

## **1.7 RESEARCH OBJECTIVES**

1. To explore the nature of discriminatory practices in school education in Odisha
2. To identify the factors responsible for practice of discrimination in school education throughout the country with a particular reference to Odisha.
3. To understand critically the intent and the different way these discriminations are being practiced in government and private schools.

4. To study the main factor responsible for discrimination between private and public schools.

## 1.8 OPERATIONAL DEFINITION

Some of the important words that are being used in the present study are given here to have their clear meaning. The operational definitions of the terms used in the study is given in the following.

- a. **Discriminatory practices:** It means a policy, an action, or a failure to act that limits or denies equal access to or benefits from the educational activities or programs of a school, or that generates or permits injustice or unfair or otherwise inequitable treatment of students on the basis of race, creed, colour, national origin, ancestry, age, marital status, sexual orientation, gender, religion, disability, or socioeconomic status.

Discriminatory actions in schools are frequently unintended and indirect. Discrimination is not only against the mission of any school, but it is also against the law. Educators should always be on the lookout for any possible indirect discriminatory actions. In the instance of discrimination, the purpose is irrelevant. It is important to consider the impact of discriminatory behaviours on victims.

When someone is treated differently as a result of a characteristic he or she possesses, this is known as direct discrimination (race, age, gender, etc.). When a regulation, policy, or basic practise marginalises a particular group of individuals, this is known as indirect discrimination. If a teacher expected all students to access textbooks and school resources online without providing access to a computer at home, children who did not have access to computers at home (most typically the economically poor) would suffer as a result of this practise.

- b. **School Education System in Odisha:** In Odisha, there are three types of schools that follow the state board and NCERT curricula. The government runs its own schools, using government-owned land and facilities and paying its own employees. These are sometimes referred to as government schools. In such schools, the tuition is quite modest. Then there are schools that are privately held and have their own property and buildings. The fees are hefty here, and the teachers are compensated by the administration. These schools primarily serve urban middle-class households. The third type of school is one that receives government funding but was founded by a private organisation on their own land and in their own facilities.

c. **Bargarh District:** The district of Bargarh, Odisha was established on April 1st, 1993. This district was created from the once-undivided Bargarh district and consists of two subdivisions, Bargarh and Padampur, with 12 C.D Blocks and 12 Tehsil, 3 N.A.Cs, and one Municipality. Bargarh is a beautiful district at Odisha's west end. It is a well-known region known for its ancient splendour and for being a forerunner in the sphere of art and culture. Bargarh is one of the three expansion districts that joined the District Primary Education Program in 1997-98 under the 2nd phase states at the national level and the new expansion districts at the state level, each with its own strategy, objectives, and priority areas for achieving the U.E.E.

In Bargarh, there are various schools that follow the CBSE, ICSE, SSC, and other national and state level board education systems, all with the purpose of offering education to children and assisting them in gaining a greater knowledge and comprehension of a variety of subjects. Schools play an essential role in instilling the habits of socialising, teamwork, and seizing learning possibilities, as well as the overall development of children's personalities. Education has always been at the heart of any countries, regions, cities, or state's advancement and development. Education is a long-term process that aims to improve a student's creative abilities, reading and writing abilities, and general personality. In recent years, the Indian education system has undergone substantial changes to guarantee that people from all walks of life have access to educational possibilities. A school is a part of the educational system that is responsible for providing instruction to a group of pupils under the supervision of qualified teachers.

## **1.9. LIMITATION OF THE STUDY:**

Limitations of the study are

1. The School Education System was chosen as a case study because, despite the fact that India has been independent for 75 years, the Indian education system has failed to meet the ideals of 1950. The chosen study area is best suited for micro-level research, but it is not justified from the macro perspective.
2. Due to the limited time period (six months provide for the study), the researcher was unable to conduct a comprehensive survey. In this study researcher have taken only 240 student survey and 24 head of the institute survey from 24 schools. Which may be extended in future research

3. The study is based on the perceptions of students, teachers, and School Administration on Discriminatory Practices in School Education, however due to limited time a researcher have not consulted with parents and others stakeholders which may be a limitation of a study .

## **1.10 ARRANGEMENT OF THE CHAPTERS**

**The study has been arranged in seven chapters and they are given as.**

### **Chapter –I: Introduction**

In this chapter researcher gives about the Introduction of topic, History of Education System in India, Education Policies in India, School education System in India, Objectives of the study Operational Definition, limitation of the study, etc. and gives clear about of the Indian school education system.

### **Chapter-II: Discrimination School Education System in India**

Discrimination in the educational system was conceptualized in this chapter. It also explains why there is prejudice in India's educational system.

### **Chapter-III: Literature Review**

This chapter tries to provide a comprehensive evaluation of the study's literature. This chapter summarizes some of the study on discrimination in the educational system done by researchers over the past year. On a national and worldwide basis, there have been countless studies on school education.

### **Chapter-IV: Research Methodology**

The methods used in the study are discussed in this chapter. Nature of the study, nature of data and collecting technique, data analysis and interpretation of data are all covered in this part.

### **Chapter-V: School Education System in India**

An analysis of the progress of the school education system in Odisha and across India is presented in this chapter. In India and Odisha, researchers have attempted to analyze the history of education and school education system-related information, such as the history of Indian education, school education pattern, private and public education, various forms of education, and various government educational policies.

## **Chapter-VI: Analysis of Data and Result Interpretation**

The data analysis and interpretation are presented in this chapter. Investigates the numerous variables that contribute to Odisha's unequal educational system. School administration, school boards, medium of instruction, instructional tools, means of transportation, and teacher availability are all important factors to consider.

## **Chapter-VI: Summary and Conclusion**

This chapter wraps up the research by summarizing the findings and making some recommendations. The chapter aims to provide an answer to the major research question, as well as recommendations for future research on the subject and new knowledge that has contributed to the research domain.



## **CHAPTER-II**

# CONCEPTUALISING DISCRIMINATION AND DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM

*Dr Ambedkar said, "Education is what makes a person fearless, teaches him the lesson of unity, makes him aware of his rights and inspires him to struggle for his rights." His slogan was "Educate, Unite, and Agitate".*

## 2.0 INTRODUCTION

Someone's rights are being violated by discrimination. Discrimination contributes to inequity's continuation. Regardless of race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health, or other status, we all have the right to be treated equally. Nonetheless, we frequently hear terrible cases of people who have been treated cruelly just because they belong to a "different" group than those in positions of privilege or power. Discrimination occurs when a person is denied the opportunity to exercise his or her human or other legal rights on an equal footing with others due to an arbitrary distinction in policy, legislation, or treatment.

Direct discrimination occurs when explicit distinctions are made between groups of people, resulting in individuals from certain groups being unable to exercise their rights to the same extent as those from other groups.

When a legislation, policy, or practise is presented in neutral terms (i.e., no explicit distinctions are made), yet nevertheless disproportionately disadvantages a specific group or groups, this is referred to as indirect discrimination.

Intersectional discrimination occurs when many forms of discrimination are combined to put a specific group or groups at a disadvantage.<sup>3</sup>

Discrimination has senses with neutral, positive, and negative connotations. On the one hand, it can refer to "the act (or power) of distinguishing" or to "good taste, refinement." These meanings,

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<sup>3</sup><https://www.amnesty.org/en/what-we-do/discrimination/>

sometimes reinforced with modifiers (as in a fine or a nice discrimination), stress an ability to perceive differences as an index of unusual intelligence. On the other hand, when the perception of difference is marked by invidious distinction or hostility, the word (often followed by against) takes on very negative overtones, as in the senses "act of discriminating categorically rather than individually" (discrimination against women, age discrimination) and "a prejudiced outlook or course of action" (racial discrimination). The original, neutral sense of discrimination, "the act of distinguishing", came into English by the early 17th century, followed by the positive one associated with superior discernment in the 18th century. Discrimination in the "prejudice" sense has been in use since the early 19th century, almost 200 years ago.<sup>4</sup>

## **2.1: DISCRIMINATORY PRACTICES IN SCHOOLS**

Discrimination practises are actions or failure to act that limit or deny equal access or benefit to a school's educational programmes, based on injustice or other misconduct among students or employees.<sup>5</sup>

Unfair practises violate an individual's right to justice, fair treatment, and dignity. Discrimination is the most unfavourable or harmful inequitable treatment of a person or community by another based on race, gender, caste, disability, language, socioeconomic status, religion, or other factors. Individual discrimination, institutional discrimination, and structural discrimination are the three types of prejudice most commonly identified in schools. Individual discrimination is defined as unequal treatment based on a person's race, ethnicity, gender, colour, region, or other status.

Institutional discrimination encompasses a wide range of school boards, courses, educational mediums, school fees, and school administration, and school or institution admission procedures. Structural discrimination refers to a variety of reservation systems, infrastructure, and facilities.

As advised by Seaton & her peers (as cited in Thompson, 2012) that Discrimination is a result of the collision of many social experiences, Such as social categories, color, nationality, and sex.

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<sup>4</sup><https://www.merriam-webster.com/dictionary/discrimination>

<sup>5</sup><https://www.findlaw.com/civilrights/discrimination/discrimination-in-education-federal-laws.html>

## **2.2: DISCRIMINATION IN EDUCATIONAL OPPORTUNITIES:**

### **Factors that Cause**

Discrimination in terms of educational chances is caused by a variety of circumstances.

The following are some of the most common forms of discriminations.<sup>6</sup>

#### **A. Absence of a National System of Education:**

Our educational system is not now nationalised. The absence of a national educational system is the most significant impediment to educational equality. The Indian education system is separated into two parts: a national system and a state-based system.

#### **B. Regional Imbalance:**

There is a regional imbalance in educational opportunities in different states, different districts and blocks.

#### **C. Poverty of Parents:**

Parental poverty is a key source of educational opportunity discrimination. Children from low-income families are unable to enrol in prestigious educational institutions.

#### **D. Differential Standard of Educational Institutions:**

Children from low-income families are educated in inadequate schools that lack adequate teachers, teaching aids, and apparatus. Disparities in educational institution standards eventually lead to discrimination in student standards. The only reason to encourage private investors in Indian education to invest in education has been to make education available to all since the globalisation of the 1990s, but today the rationale is the discriminating aspect in the private and government education systems.

#### **E. Differences in the Home Environment:**

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<sup>6</sup><https://www.yogiraj.co.in/causes-of-inequality-in-respect-of-educational-opportunities>

Discrimination can also occur as a result of disparities in a child's family environment. The majority of parents are illiterate, and their children are first-generation students. Parents do not provide these children with the necessary encouragement, assistance, or academic support. Children from educated households, on the other hand, receive all of their parents' support and encouragement for their studies. Discrimination occurs among children as a result of this.

#### **F. Disparity between the Advantaged and the Disadvantaged:**

The disparity between the elite and poorer classes of society has always been a major concern. There is also a divide in education between the advantaged community, or upper class, and the disadvantaged group, or lower class.

### **2.3 DISCRIMINATION SCHOOL EDUCATION SYSTEM IN INDIA**

Discrimination in education springs to mind when people are denied to access education on account of their gender, class, caste, colour, geographic and linguistic background, or disability. Discrimination has been documented in numerous Indian schools, with Dalit and Tribal pupils being the most marginalised. Students from these categories are generally separated from students of other groups and are deterring from participating in activities. Discrimination in education occurs then marginalised people are denied access to education, resulting in social and economic isolation. It alludes to the unequal allocation of resources among socially excluded groups, such as financing, learning materials, and skilled teachers. Inequality in schooling exacerbates inequity and drives individuals deeper into poverty. India's education system has been impaired by total inequality in access, completion, and quality; Class, linguistic background, gender, race, and place of birth all affect the educational experience of children in India. These, in turn, contribute to the inequality of knowledge in Indian society.

Despite the progress made by independent India over the last seventy years, the results of the country's education system are neither obstructions nor development specific. Notwithstanding their constitutional rights, the country is still not able to educate everyone and has not yet become the mainstream of a good part of it. If this is the case at all, discrimination in the education of the needy is a major sign of a shift in the character of education from the pure public to the pure private welfare. During the globalization process, the country invited private sector to produce educational services and distribute them equally to the needy. This paradigm has paved the way for educational and non-partisan divisions for educational seekers. But in rural areas, the government is playing a

role as the largest provider of education, especially in school education. The discrimination from multi-disciplines has a larger impact on capabilities development of the country.

The National Council for Educational Research and Training (NCERT), which prepares a National Curriculum Framework, is a national body that plays a key role in developing policies and programmes. After globalization in 1991, both the public and private sectors have contributed to the new Indian education system. The State Council for Educational Research and Training has a counterpart in each state (SCERT). School education in India has been divided substantially under three boards of education; they are the CBSE and the ICSE boards at the national level and one state level board for each states. Two national-level boards were established for multifarious drifts; howbeit they are now operating in different directions. The education provided under these boards is also different as they have their own syllabus. This builds a knowledge gap between students studying in the same standards of different syllabuses. The sole reason of bringing a single curriculum or syllabus is to curtail this knowledge gap between the students. Saraswati Shishu Vidya Mandir (SSVM), Sri Aurobindo School, and other forms of education are available through the State Government Board of Odisha. As the schools are functioning under the system of various affiliating boards, universalization of school education may fail.

If the first category has brought in superiority complex in the minds of the wards, the second category of curriculum has sown the seeds of inferiority among students with limited capabilities, beset with inadequate teachers, laboratory experiments and lack of other infrastructure. The Indian education system has been witnessed with the use of discriminatory practices in formulation of curricula in schools and the development of social divisions' right from early childhood stage of education. In the 'one nation, one curriculum' policy most developed countries operate the school education.<sup>7</sup> Given its openness to global activities in the era of globalisation, the move is required in India, which would similarly throw global possibilities to those with ordinary talents.

The Right to Education Act determines a basic right to free and compulsory education for all children aged 6 to 14. All private schools aside 25% of their seats for the community's most vulnerable pupils. There is racial discrimination under the RTE Act since private schools have reservation plans for SC, ST, and EWS. The rules of 25% reservation clause in the RTE Act of 2009 only applies to students within a 5-kilometer radius, hence most private schools are only available in urban areas, and the RTE Act discriminates between rural and urban areas in private education.

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<sup>7</sup>[www.hindustantimes.com/education/nep-2020-implementation](http://www.hindustantimes.com/education/nep-2020-implementation)

Most Indian elementary students are being taught in their mother tongue or regional languages, even though students from wealthy families are typically sent to English-medium school which is considered a social class distinction. Many states are now beginning to teach English as a second language; however, how well it is implemented differs by state. Problems and challenges in the field of Indian education can be classified as external, internal, socio-economic, and psychological. External barriers can be related to issues at the policy, planning and implementation levels, while internal barriers can be related to the content of the school system, curricula, educational qualifications, means of education, and so on. Another set of problems of education deals with the socio-economic and cultural backgrounds of the Indian; and the mental aspects are understood by first-generation learners that there is no strong mental motivation for better performance in education. Therefore, Indian are not equal, so also their problems. They presented many problems due to their old isolation from the mainstream of society. Day to day, Indian people is facing discriminations in education at various levels. This has been further discussed as under.

**Social and Economic discriminations:** Parents with limited financial resources are unable to enrol their children in private schools. Parents with more money are more likely than those with less to send their children to private schools. The percentage of pupils enrolling in private schools rises in tandem with their socioeconomic status. Students from wealthy families are more likely than those from low-income families to attend private schools. Education costs are regarded to be the most crucial factor in determining not just where to attend school but also whether to attend public or private schools.

- a. **Geographical discriminations:** Government schools are the most common in rural areas of Odisha, while most private schools are primarily found in urban areas. Parents in rural areas want to send their children to private schools, but there are none available, therefore they are unable to do so. Students of the same standard receive varied kinds of teaching or subject matter since private schools have adopted the CBSE and ICS syllabuses while public schools have been approved by the state board syllabus. Because rural kids are educated by the state board while urban students can be educated by the national board, this is referred to as regional discrimination in education.
- b. **Linguistic discriminations:** The English language has advanced to a high degree of proficiency in Odisha. While most Indian elementary kids are taught in their mother tongue or regional language, wealthier families often send their children to English-medium schools, which is regarded a linguistic discrimination. The use of English as a teaching medium has made private schools a symbol of discipline and respect.

Odisha's economy is transitioning from agrarian to industrial and service-based. The majority of the population lives below the poverty line. In terms of socioeconomically disadvantaged but traditional culture, Odisha is a significant state in eastern India. They are also one of the world's most backward and geographically isolated peoples. Direct use of natural resources, pre-agricultural levels of agriculture, and unique indigenous occupations are the only sources of income and income for them. Odisha is a rural-based state with 83.3 percent of the population residing in rural areas, and it has the highest rate of rural poverty in India. In Odisha, a variety of languages are spoken, with the majority of people speaking their mother tongue and Odisha as the official language.

As mentioned earlier, India has three education systems, with two national-level boards and one state in each state. The two boards are CBSE and ICSE and the State Board for each state. Two national level boards were established for a specific purpose; however the two boards now operate in distinct ways. The board is focusing on education privatisation, but in India, the majority of people live below the poverty line, making it impossible for them to afford quality private education. That cannot be done, so there is a sharp discrimination between rich and poor students. Private school systems in India are only available in urban areas so there is regional discrimination between rural and urban students. There is racial discrimination for RTE act because there is a reservation policy in private schools for the SC, ST and EWS departments. SSVM for Hinduism in various faith-based schools, Madras for Muslims, and Missionary School for Christians are the cause of religious discrimination.

## **2.4 CONCLUSION**

This chapter conceptualised discrimination in education system. It also argues why there is discrimination in school education system in India. This section deals with the different boards of Indian School Education, that is, CBSC, ICSE, as well as the State Board for each state. Each board follows own syllabus. Schools affiliated with several boards provide instruction based on their respective curricula. This may build a knowledge gap between students studying in the same standards of different syllabuses. The chapter also discusses that private schools are mainly situated in the urban areas; therefore, there is regional discrimination between the rural and urban areas. As given earlier, more than 60% of schools are operated by private bodies, while 40% are run by the federal and state governments; hence the national level board concentrates primarily on private education systems. SSVM, Sri Aurobindo School, certain private schools, and some Madrasa schools are all part of the state government board of education. The RTE Act creates discrimination in the education system for the poorest sections of society because 25 percent of the beneficiaries are not at



all. Because of the numerous board systems, education universalization may fail. The next chapter analyses the discriminatory practices in education literature in-depth, the theoretical framework adopted in the dissertation.

## **CHAPTER -III**

# LITERATURE REVIEW

## 3.0 Introduction

This chapter attempts to give an extensive literature review related to the study. A bazillion of researches have done on school education at the national and international level. This chapter presents some of the literary work conducted by the researchers over the year on Discrimination in Education system. The literature review is classified into various major themes which elaborate the determinants responsible for discriminatory practices in education. Some of related studied done so far are being listed here. The extensive literature review locates the research gapes which lays out the rational of the present study. In the end, this chapter also attempts to present a brief conceptual framework for the study framed by the investigator.

## 3.1 Studies Related to Discrimination in Education in Other Countries

According to **Wright et.al (1998)**, educators rarely think about how different belief systems could influence educational practise. As stated by Carol Locust, there are significant disparities between American Indian and non-Indian belief systems. She claims that lack of understanding of these belief systems has resulted in discrimination against American Indian pupils in the US educational System.

**Mehtap (2013)** investigates the privatisation of education in Turkey and its impact on educational quality and equity. Families pay tuition fees to private colleges, which are for profit. A survey was conducted to compare public and private schools, and the results showed that private school education quality and physical conditions were superior. However, since private schools do not compete under the same conditions as public schools, they cannot be more effective. The question of whether for-profit and non-profit organisations will solve educational issues is still being debated. Focusing on public schools, as seen in Turkey, will be more promising in terms of achieving educational quality and equity.

**Goodnight, (2017)** finds out that Critical race theory (CRT) was formulated in the United States to examine day-to-day racism. Historically, marginalised communities have shared postcolonial critiques and social justice conceptualizations. CRT could be especially useful in bringing attention to the educational inequalities faced by Dalits in India.

Pursuant to **Gale (2020)**, examining racial discrimination in the classroom is a risk factor for Black teenagers as it has been linked to poor academic performance. The researcher craves to see if teachers support which is an environmental protective factor, may mitigate the negative impacts of in-school racism on grades and academic persistence. The findings back up prior research that suggests that teacher support is critical for academic performance.

### **3.2 Studies Related to Discriminatory Practices in Schools in India**

**Singh et.al (2002)** examines the differences between public and private schools in two cities in Uttar Pradesh. Through the study they found that even though the number of students enrolled in private schools has been steadily increasing, one study showed that public schools had a higher enrolment than private schools.

In accordance with, **De Haan & Dubey, (2005)**, it is unnecessary to exaggerate the magnitude and nature of the discrepancies in Orissa. This article looks at poverty in all of its forms, from income poverty to health and education indices of human development. It evaluates the social factors that cause deprivation, such as discrimination, voice, and representation.

In line with **Borooah, & Iyer, (2005)**, studied by research workers, Vidya (education), Veda (religion), and Varna (caste) are all intertwined in India. It investigates if and to what extent community norms such as religion or caste influence children's school enrolment. The extent of the religion or caste influence is determined by the children's non-community surroundings. Effect of the community is negligible in favourable situations (for example, when parents are literate). However, there is a significant community effect in less favourable settings.

**Rao, (2013)**'s article touches on baffling bonds between poverty and education in sermon of colonial along with Indian nationalists. As stated by **Rao (2013)**, in India, pre-colonial education system dominated by lousy teachers and students. The 'English class structure' was maintained and perpetuated by Britain's educational system, resulting in a convoluted and controversial relationship.

**Ahmed, et al., (2014)**, conducts a study in rural areas of Azad Jammu and Kashmir of Pakistan. In this study, they compare the results, accomplishments, and effectiveness of government and private primary schools. Except for a few measures of performance that were included in this report, the results indicate that private schools outperform public schools in almost all measures of performance.

As reported by **Panda (2021)**, the scope of school education in Odisha, learning results, and potential strategic changes required to achieve the major objectives of laying the groundwork for livelihood stability, social accountability, and environmentally sustainable behaviour among residents are explored. It has been claimed that the time has come for a paradigm shift in our approach to schooling.

### **3.3 Studies Related to Discriminatory Practices Based on Gender**

The old boy network, in which white alumni continue to get their sons in to the country's most prestigious schools, is still going strong. As **Wilson (1995)**, reactionary experts of optimistic action like to highlight that the white male is a threatened species. Most of the best teaching jobs go to white male professors, especially in scientific and engineering departments.

According to **Joseph et al., (2005)**, male students do better in private institutions than female students, and private institutions are intended for wealthier people whereas public schools are intended for the public.

**Husain (2010)** opines that the Gender Disparity Index is produced by looking at gender variations in school completion rates across India's regions. Gender discrepancies are found to be bigger in North India, both in terms of total and rural population, and in Eastern India, in terms of urban population.

**Gautam, (2017)**, study the Researcher Self-Embedded Discrimination Practice Scale was given to 9th grade students from 10 UP Board Secondary Schools. Discriminatory practises were assessed differently on pre-test and post-test. Discriminatory practises can be found at the institutional, personal, and constructive levels, according to qualitative study. Boys and girls exhibited distinct impressions of discriminatory practises, according to the study.

**Khanal (2018)**, through a research study presents how parental gender preferences affect parents' education expenses in Nepal. Subject to data from three Nepal Living Standards Surveys, in both rural and urban areas, I got to know that parents spend more on boys than girls. The greater enrolment levels of boys in private schools reflect this tendency.

**Andersson and Harnois (2020)** divulge that higher SES is linked to higher rates of perceived gender discrimination at work; Women with higher education levels are more likely to work full-time and in well-paid male-dominated occupations. Perceived gender discrimination is yoked with poorer mental health among women with lower educational achievement.

### 3.4 Studies Related to Discriminatory Practices Based on Caste

The research in accordance with **Truman and Baroudi (1994)** inspects the extent to which gender discrimination affects the senior managerial ranks of information systems (IS) occupation. Even when job level, age, education, and work experience are taken into account, women are paid less than males; IS may not be immune to gender prejudice, according to data.

**Hanna, & Linden, (2009)** discovered that teachers deliver exams with lower caste scores that are around 0.03 to 0.09 standard deviations lower than exams with high caste scores. When compared to the actual variations in scores between children from high and low castes, the effect is negligible. Discrimination disproportionately affects low-performing, low-caste children and top-performing females. Interestingly, we discover that low caste teachers are the ones that discriminate against low caste pupils, whereas teachers from higher caste groups do not appear to discriminate at all.

**Cassan, (2011)**, conduct a natural experiment to examine the influence of positive discrimination on the educational attainment of targeted groups in India. In 1976, the Scheduled Castes and Tribes listings in Indian states were harmonised to rate the growth of the educational attainment of the groups. I show that this policy had no overall effect using two alternative identification methodologies.

As claimed by **Thorat, & Neuman, (2012)**, this book (caste: Economic discrimination in modern India) examines current economic inequality against Dalits and religious minorities in particular Muslims. It canters on the urban labour market as well as rural marketplaces to look for empirical evidence of discrimination. The necessity of building a link between economics and social sciences is emphasised in the prologue by Kaushik Basu.

To make a survey, **Hanna, & Linden, (2012)** engaged teachers to grade the tests in order to examine for discrimination in grading in India. In conformity with data, teachers offer examinations with lower caste scores that are 0.03 to 0.08 standard deviations lower than those with high caste scores. The teachers' actions appear to be statistically discriminatory.

**Saikia (2014)**, showed a review of the political, social, economic, and cultural status of Dalits in India. Dalits in India are often denied rights and benefits that many of the country are other inhabitants take for granted. A assessment of the political, social, economic, and cultural position of

Dalits in India reveals that the State Party is failing to respect, safeguard, and ensure their rights under the Convention.

As specified by **Ovichagan, (2015)**, in the book titled , “Faces of discrimination in higher education in India: Quota policy, social justice and the Dalits”, explores the lives of a group of Dalit students and faculty members, also known as the "untouchables," who are relatively "successful" in the sense that they attend or work at a famous institution. The book sets the stage for the research by delving into the importance of caste and its persistent impact on social ties in all parts of life. The book also includes a critical description of present Dalit student and faculty experiences at one of the world's most prestigious universities, the University of Shah Jahan. The empirical study at the heart of this book examines staff and student perspectives of the Quota policy, as well as their experiences of living, working, and studying in this exclusive setting, based on a series of in-depth semi-structured interviews.

According to **Dhumal (2018)**, RohithVemula’s death has reignited a heated debate over the prevalence of caste prejudice in higher education. As stated by Gopal Subramanian Jain, the flaws of existing legal norms on caste discrimination become clear. He claims that effective measures to combat caste inequality are urgently required.

**Madan (2020)** investigates the nature of class disparity by using the data from the National Sample Survey 2014 and found that caste inequalities are stronger among the more educated groups, according to the caste breakdown of distinct socioeconomic classes. The lower castes have substantially less caste variance than the upper classes.

Dalit’s are citizens of India, nonetheless considered untouchables. In proportion to **Chetty (2021)**, Dalit’s are unable to exercise their rights under the Indian Constitution. Despite the fact that they are citizens of India, nonetheless considered untouchables. This essay examines how discrimination in the elementary school mid-day meal (MDM) programme reinforces the caste system.

**Kumar (2021)**, conducted a study based on the first-hand accounts of Dalit and Adivasi students at a top Indian higher education institution. It examines student narratives regarding their educational experiences in order to gain a better understanding of gate-keeping mechanisms in both the academic and non-academic realms. The report findings caste inequities are manifestly reproduced in today's educational institutions.

**Bailwal & Paul (2021)** reveal by thorough examining the census data that localities with a higher percentage of marginalised castes are less likely to have public schools. The Sarva Shiksha Abhiyan

(Education for All) has helped to close the gaps in primary school provision. At the secondary level, however, the scope of prejudice has expanded.

### **3.5 Studies Related to Discriminatory Practices Based on Socio-Economy**

According to **Pradhan (2002)**, liberalization of the economy has increased the stock of unemployment in India. On that account the educational policies should be formed to educate students with more training and skills and knowledge than educational qualifications.

According to **Shafi (2003)** investment in education is beneficial from an economic standpoint. Commercial educational projects are those in which financial interests predominate and the standard of education is harmed, or fees and other charges are imposed. Surpluses are generated by many aided and unaided private institutions, which are not often reinvested in enhancing the quality and relevance of programmes or increasing access to education for disadvantaged groups.

**Barry (2006)** addressed the Socioeconomic status is the most powerful predictor of student test scores. The findings back up prior studies, and policy recommendations are made. The Educational Longitudinal Study of 2002 composite test scores of tenth grade students are investigated using a four-part model that includes student role performance, school, family, and peer influences.

As researched by a Brookings Institution, the relationship between ethnic violence and Muslim socioeconomic accomplishment is the more pressing problems. As specified by **Robinson (2008)**, Muslim populations are more vulnerable to urban conflict and violence because they are more likely to engage in self-employment activities such as street hawking and small businesses.

**Nawaz, et al., (2011)** found that students 'performance was not only affected by natural gifts but also by father's income, parental education, family size, teacher subject matter, co-curriculum, and so on. According to the article, children of parents who earn more do well in the study. Strong financial backgrounds motivate students to perform better. The level of parental education has a positive effect on the performance of the students which will improve the level of the parents and their education will be the performance of their children. Similarly, the participation of students in co-curricular activities has a positive effect on performance. Co-curricular activities are helpful in building success in learning. There is a negative correlation between student size and student performance due to family size and student performance, family success. Again, the interest of the subject in the subject matter of the teacher and the performance of the students are positively related.



**Farooq et al., (2011)**, reveals that the high level of socio-economic status is the best contributing factor in influencing students 'academic performance compared to other school reasons and student reasons. Parental education also has an impact on students 'performance but the socio-economic status is comparatively lower than the status quo. Student gender strongly influences their performance Girls do better in English and math and try harder to get better grades at school than boys.

**Okioga (2013)**'s study confirms that the socioeconomic background of students had an impact on their academic success. Education is important in developing job-related skill sets as well as distinguishing persons with greater and lower social economic standing. Middle-class parents play an active role in their children's education and development by engaging them in structured activities and instilling a sense of entitlement in them.

**Bindu, (2016)** conducted a study to find out the inequality refers to the disparity in learning outcomes between students from various groups. It was found that the economic inequities, which commonly run along racial lines, are blamed for a lot of educational inequity. The purpose of this study was to discover various forms of gender and caste disparity among Kerala's higher secondary school pupils.

As per **Aloud & Alsulayyim (2016)**, racism and discrimination are inextricably linked to societal structures. The problem has expanded in various social groups, including the educational system. It necessitates the passage of appropriate legislation to ensure that pupils should not discriminate against because of their race or colour. Wherefore, new legislation must be consistent with existing laws, according to school leaders.

According to **Rao, (2019)**, rich pupils' social habits and academic results are influenced by their integration with impoverished peers. Rich pupils become more pro-social, generous, and egalitarian as a result of having disadvantaged classmates. They are less prone to judge underprivileged kids and are more willing to socialise with them. Personal relationships between rich and disadvantaged pupils drive these impacts.

**Wenz and Hoenig (2020)** reveal that in education ethnic and social class prejudice has largely focused on the latter. The authors found no evidence of discrimination in grading, even though their data regarding teachers' expectations of children's future performance demonstrate a discriminatory tendency along racial and class lines. This effect is only seen in the fourth grader's superior essay.

### 3.6 Studies Related to Discriminatory Practices Based on Institution

As proposed by **Farkas, (2003)**, if we could erase the Black-White performance disparity at school admission, it is anticipated that at least half, if not more, of the Black-White gap in twelfth-grade academic attainment would be gone. The remaining performance gap occurs between grades one and twelve. Researchers searched for discrimination by teachers and school authorities in this area. They've searched for curricular track placements that are unfavourable for ethnic minority students after accounting for earlier performance. They've also looked into the idea that professors have lower expectations for minority kids and are less encouraging of them.

As probed by **Rani, (2007)**, increasing in enrolment, just 39 percent of eligible age-group students were enrolled in secondary education in 2003-04, in respect of secondary education exists universal in many developing and developed nations. The efficacy of secondary education delivery is unequivocally represented in the fact that only 14 per-cent of those enrolled successfully complete secondary schools, i.e. becomes apparent that the same four states viz. Bihar, Uttar Pradesh, Rajasthan, and Madhya Pradesh, score poorly on both indices at the secondary level, despite the fact that Rajasthan and Madhya Pradesh have increased their enrolment ratios at higher primary levels at both times.

According to **Prakash (2007)**, the fees of government higher education institutions are lower than those of private higher education institutions. The growing trend of private education has a detrimental effect on the balance of higher education. But both institutions can exist in parallel with different demands that vary from day to day and a limited number of government institutions.

This Probe Revisited: A Report on Elementary Education in India) scrutinizes schooling in India, ten years after the inaugural Public Report on Basic Education (PROBE). According to **Samson, et.al (2011)**, it stresses upon significant advancements in areas viz. educational facilities and enrolment rates; however, underlying issues such as low classroom participation and poor educational quality persist.

According to **Mushtaq and Khan (2012)**, Communication, learning facilities, and proper instruction, have a positive impact on student performance, while family anxiety has a negative impact on student performance. Communication is the most critical factor that influences student success and learning facilities, and proper instruction influences student performance as well.

This article (Educational Privatisation and Access to Higher Education: Experiences of Scheduled Caste Students in Odisha) looks at how privatisation has harmed accessing to and retention in higher education. It also looks at the different barriers that SC student's face and how these affect their participation and performance in higher education. The article by **Bhoi, (2013)**, examines the arguments made by various experts on privatisation from a theoretical standpoint.

**Pandey. et.al, (2014)**' study reveal that intergroup conduct is heavily influenced by group favouritism and perceived discrimination. Students with low self-esteem are more likely to perceive discrimination and to adopt group partiality. Social identity and social justification theory were used to explain the findings.

As claimed by **Panda, & Sahoo, (2014)**, regardless of caste, class, religion, or geography, gender inequality and prejudice persist in society. In terms of unequal access to school education, discriminatory policies exacerbate gender inequities in schools. Positive attitudes and a shift in view among teachers, parents, and the community may lead to the inclusion of girls in the educational system.

**Singh et al., (2016)** say that instruction facilities, communication skills and proper parental guidance have a positive and statistically significant impact on student performance. The results exposed that the most important reason is the learning facility, which affects the performance of the students and then provides the communication skills and proper guidance of the parents.

In another study conducted by **Dev (2016)** found that general mental competence is positively associated with students' academic performance as well as academic success with the family environment and structure. Again, students are interested in their subject matter; students have a positive relationship with academic success. The study identified the research gap and identified many research questions related to the various school education boards system in India after reviewing the above literature.

**Banerjee (2016)**'s systematic review reveals factors connected to underprivileged students' underachievement in science and math. The review summarises the findings of 771 English-language researches published between 2005 and 2014. The lack of a pleasant environment and support, according to the findings, can be divided into two categories: deprivation and support.

**Benner and Wang (2017)** report that Cross-ethnic friendships and friends' discrimination experiences acted as a buffer, reducing the harmful impacts of discrimination on both socio-emotional well-being and academic outcomes. When studying interpersonal processes connected to

race/ethnicity, the findings underscore the relevance of evaluating racial/ethnic-related characteristics of teenagers' friendships.

**Sarangi (2017)**'s study goal was to look at the impact of privatisation on secondary education quality. In his study, a random sample of 119 parents, mostly fathers (mothers in the case of deceased fathers), of pupils attending private secondary and government secondary schools was chosen. Investigators created a 28-item parent satisfaction scale based on seven elements of secondary education. Findings through the "t" test shows that parents of pupils in private secondary schools and government secondary schools were extremely pleased with the quality of teachers. Further, it is also reveal that the examination system in private schools was superior to that in government secondary schools. Moreover, he found that the physical facilities in private secondary schools were superior to those in government institutions.

The educational environment and quality of schooling for tribal children in India are examined in this article. In conformity with, **Pattanaik (2020)**, it is discovered that educational systems primarily overlook tribal pupils' socio-cultural features and language abilities. The practise of teaching solely in Odia, the dominant state language, appears to have rendered young learners illiterate in their native tongue.

### **3.7. RESEARCH GAP**

After the review of the above literature, the study identified several research questions related to the School Education system in Odisha. Odisha's educational system has been affected by total disparity in access, completion, and quality. Education disparity exacerbates inequity and drives individuals deeper into poverty. The government is the principal provider of education, especially in rural areas, and the private sector is the primary source of education in urban areas. The education system is quite failure because of heterogeneous nature of learning methods, different school categories education structure, and distinct curricula respectively. The current study aims to investigate the elements that contribute towards discriminatory practices in Indian education system, most specifically in school education, with special focus on Odisha.

## 3.7 CONCEPTUAL FRAMEWORK

The researcher's synthesis of the literature on how to explain a phenomenon is represented by a conceptual framework. Given his prior knowledge of other researchers' points of view and observations on the area of research, it lays out the actions that must be taken during the course of the investigation. The construction through which the researcher can elucidate the natural movement of the phenomenon to be investigated is referred to as a conceptual framework. (Camp, 2001)<sup>8</sup>.

### ***CONCEPTUAL FRAMEWORK OF THE STUDY***

The study's conceptual framework is separated into many stages. Starting with the phase of "defining theoretical concepts" and progressing to the phase of "developing the index for obtaining outcomes." All of these phases are described in full further below.

#### **Phase-I: Defining Theoretical Concept:**

From a review of extant literature, the concept of Discriminatory Practices in School Education System is not new; there has been more than two decades of multi-dimensional research on it, but no specific theory has yet developed. As a result, the theoretical notions are based on previously published publications. Study that is based on the concept that was gathered from; **Wilson (1995), Wright (1998), Singh et.al (2002), De Haan & Dubey, (2005), Borooah, & Iyer, (2005), Mushtaq and Khan (2012), Bhoi, (2013), Ahmed, et al., (2014), Panda (2021),** etc.

#### **Phase-II: Variable Determination:**

In this phase, variables are determined from the related literatures. According to different Discriminatory Practices in School Education System, Discrimination have defined into different categories and in the recent study Discrimination are categorised as **Social and Economic discriminations, Geographical discriminations, Linguistic discriminations,** Let's discuss the phase which is crucial for the methodology part of the study.

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<sup>8</sup> Camp, W. (2001). Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research*, 26(1), 4-25.

### **Phase-III: Design instruments to collect information:**

Various instruments, such as data collection and data analysis tools, have been defined at this phase using methodology surveys based on related literature. As a data gathering instrument, a well-structured questionnaire was used. The questions are divided into two sections, one for the students and the other for the institute's head. This questionnaire includes questions regarding the student's socioeconomic and demographic profile, school facilities, school fees, curriculum type, school management type, student teacher ratio, medium instructions, etc. For data analysis, Microsoft Excel was used.

## **3.9. CONCLUSION**

A thorough examination of the literature shows that most research that promotes non-discriminatory policies, administrative practices, and educational systems emphasizes the detrimental effects of discrimination on student achievement. After reviewing the literature, the researcher made recommendations for the creation of tools and developed a plan for the development of intervention modules. As a result, the researchers focused on the Bargarh region and described the current state of affairs in the Odisha school system as discriminatory.

## **CHAPTER-IV**

# RESEARCH METHODOLOGY

## 4.0 INTRODUCTION:

This chapter deals with the methodology that is used in the study. A research methodology is a way to give a rationale of the research methods used in the study which helps in matching the methods used for the study with the objectives of the study. To understand the problem in depth, some of the appropriate methods that have been used. The chapter discusses in detail the sampling, data collection tools, and data analysis applied for the present study.

### 4.1 Methodology Approach

The study adopted descriptive research approach by conducting a survey. Descriptive research is a sort of study that is used to describe a population's characteristics. It gathers information that is used to answer a variety of what, when, and how inquiries about a certain population or group<sup>9</sup>. For the survey, the researcher used tools like questionnaire, interview and observation. These tools were used to collect the primary data. The researcher used both primary and secondary data. Secondary data were mostly gathered from the documents of the important Bodies of School education in Odisha like Board of Secondary Education, Odisha, U-DISE Plus, Department of School and Mass Education Odisha, Odisha School Education Programme Authority, the Directorate of Economics and Statistics, the Government of Odisha (DES). Related documents were also collected from the websites of Ministry of Education India, NCERT, CBSE, CICSE etc. Primary data was gathered mainly from the students and headmaster of the sampled school.

### 4.2. Research Design and Collection

A researcher's research design is the framework for the methods and approaches he or she will use. Researchers can focus on research methodologies that are appropriate for the topic matter and set up their studies for success thanks to the design.

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<sup>9</sup> <https://www.researchconnections.org/research-tools/study-design-and-analysis/descriptive-research-studies>



The type of research (experimental, survey research, correlational, semi-experimental, review) and its sub-types are explained by the design of a research topic (experimental design, research problem, descriptive case-study).

Data collection, measurement, and analysis are the three primary types of study designs.

The research design will be determined by the type of research challenge that a business is experiencing, not the other way around. The study's design phase specifies which tools to employ and how they should be used.

A well-designed study usually produces less bias in data and promotes confidence in the veracity of the information gathered. In experimental research, a design that yields the smallest margin of error is often regarded the desirable outcome. The following are the essential elements:

1. Accurate purpose statement
2. Techniques to be implemented for collecting and analysing research
3. The method applied for analysing collected details
4. Type of research methodology
5. Probable objections for research
6. Settings for the research study
7. Timeline
8. Measurement of analysis

Your study will be more successful if you use the right research design. Successful research investigations produce reliable and unbiased information. You'll need to construct a survey that satisfies all of the design's primary requirements.

### **4.3. Tools for Data Collection**

For collecting primary data, the researcher developed two types of questionnaires. An unstructured interview was also held.

- i) **Questionnaire:** A well-designed questionnaires were used. Two questionnaires were prepared one for the student and another for the head of the instruction. Was used to study the socio-economic variables of students. Students from public and private schools were asked to answer a pre-tested questionnaire about the institutions, social, and personal experiences of the students.

**Questionnaire 1 for Students:** This tool was used to study the socio-economic variables of students. Students from public and private schools were asked to answer a pre-tested questionnaire about the institutions, social, and personal experiences of the students. In the format of student for the first tool, I generated in 6 parts with lied in 60 number of questions i.e. information relation to school, school toilets and drinking water facility, library and computer facility, class participation, private tuitions and educational provision/scholarship.

**Questionnaire 2 for Head of the Institution:** The tool for head of the institution has altogetther 31 questions covering general information of headmaster along with details about the school, student's enrolment, teacher availability, salary structure, school management type, library facility, fees structure of the school etc.

- ii) **Unstructured Interview:** As private and public schools had distinct characteristics, interviews with the institution's head were conducted in order to find out any information on discriminatory practices being practiced in both the schools.

#### **4.4 Sample design**

The field study was conducted in six blocks of the Bargarh district, Odisha. These six blocks were selected on a rural-urban basis, so that a complete picture would come out from the study of the discriminatory practices in school education. These six blocks were Gaisilat, Barpali, Bargarh, Bijepur, Jharbandh, and Rajborasambar. Jharbandh along with Gaisilat were rural region, whereas Bargarh was an urban region and then Bijepur, Rajborasambar, and Barpali were semi urban regions of Bargarh district. From each of the above six blocks, four schools had been selected for the data collections.

##### **a. Sampling Frame**

For this study, 4 national board private schools manage by private member, 2 national board private schools manage by State government 3 State government board private School and 15 government schools had been selected from both urban and rural areas of Barpali, Bargarh, Bijepur, Gaisilat, Jharbandh, and Rajborasambar block of Bargarh Districts of Odisha. Schools were chosen using the purposive sampling method. Students from both public and private schools of the district would form the sample. Moreover, students in grades VIII to IX from private and government schools in the Barpali, Bargarh, Bijepur, Gaisilat, Jharbandh, and Rajborasambar block of Bargarh Districts of Odisha were constituted the study's population. Samples had been chosen to match the study and aid in achieving the study's

goal. For the study, a purposive sample of 240 pupils (120 boys and 120 girls) and 24 samples of head of the institutes from 24 schools had chosen.

### **Phase I- Exhibiting the Plan and Procedure of the Study**

For selection of School, purposive sampling method was used. Sample comprised of Six Block of Bargarh District, Odisha; 4 Secondary School from each Block ; out four schools 2:2 Government and private school. If no private schools were available in some blocks, the 4th government school was chosen.

Selection of Sample Units - Purposive Sampling Method–24 head of the institution and 240 Students (120 Girls and 120 Boys)

## **4.5 Method of Data Collection**

For data collection, first of all I have selected these six blocks of Bargarh district on the basis of urban, semi-urban and rural areas, of which 2 blocks are rural and two blocks are semi-urban and 2 blocks is urban. I have met a large number of teachers, students, parents and various social workers. Everyone gives their own opinion on the education system in India. Before data collection begin, permission was initially obtained from the principal of the designated school in the Bargarh District. After receiving permission from the heads, the stockholder of the chosen school has requested that the questionnaire be filled. I began collecting data in January 2022, but the school was forced to close owing to the spread of Covid-19. So, my data collection was delayed for some time. When the school reopened in the first week of February 2022 again, I restarted data collection, but due to panchayat elections, the teachers were on election duty, so there was a minor hiccup in data collection. I received answers from 240 students (120 boys and 120 girls) and received answer 24 from the heads of institutions from 24 selected schools.

## **4.6 Method of Data Analysis**

Data had been analysed qualitatively using percentages, tabulation and graphs. The descriptive statistics exercised to assess the data. The infrastructure and facilities provided in schools were examined by means of factors analysis to see how come they varied across different genre of schools viz. government and private schools. Principal Component Analysis had manipulated to analyse relative performance of the sample schools in relation to discriminatory school education system in Odisha by adopting data on various indicators for 240 students and 24 head of the schools.

## **4.7 Conclusion**

This chapter has presented my complete research design and methodology of this thesis, covering the logic for their use and detailing its survey study setting, and data collection and analysis. The importance and relevance of applying a mixed method through triangulation and grounded theory were also explained in this chapter. The following chapter details data analysis and findings.

## **CHAPTER-V**

# SCHOOL EDUCATION SYSTEM IN INDIA

## 5.0 INTRODUCTION

In this chapter, an analysis has been made on the growth of the school education system both in Odisha and all India level. Specifically, the history of education and school education system related information such as the history of Indian education, school education pattern, private and public education, different modes of education, and different government educational policies have been attempted to analyse in all of India and Odisha. The educational growth pattern is also provided.

## 5.1 India Education System: Brief Overview

The Ministry of Education is divided into two departments' viz. school education and higher education. The school education department is responsible for children aged 6 to 18. The Right to Education (RTE) Act of 2009 requires the government to provide elementary education to all children aged 6 to 14. In classes 9 through 12, children aged 14 to 18 years old receive secondary education.

Higher education and training of more than 18 years of students are the responsibility of the higher education department. They join the Department of Higher Education for a bachelor's degree programme after finishing 12 years of schooling.

Education in India is generally provided by the public sector (state government and central government) as well as by the private sectors. Regarding school education, there are three levels of management and funding, such as, central, state, and locals. Taxasila was at 5th century BC from the earliest recorded centre of higher education in India. And there is a question regardless of whether it is looking at the university. Nalanda University was the oldest university education system in the world in the contemporary sense of university. Western education was introduced to the Indian society in response to the establishment of the United Kingdom. Indian education is responsible for the union and other people, falling under the labour union government and the state control. Various articles of the Indian Constitution provide education as fundamental rights. Most of the universities in India are managed by either union government or state governments. There is also number of universities managed by private bodies.

Since its independence, India witnessed progress in primary education and thus extended the literacy rate to approximately two thirds of the population. Improved Indian educational systems are often cited as one of the major contributions to India's economic rise. Especially in higher education and scientific research, many of the progress have been deposited to various public institutions. The amount of \$ 40 billion was estimated in 2008 and has been \$ 68 to \$ 70 billion is estimated in 2012, but the Indian private education market is only 5percent.

India continues to concentrate on strict challenges. Despite increased educational spending, 25% of those populations remain illiterate. 15 percent of Indian students reach high school and only 7 percent reached to graduate level (2011). When compared to other developing countries, the quality of education, both primary and secondary, is much lower in India. As of 2008, India's post-secondary institutions only had enough seats for 7% of the country's college-age population, 25% of teaching posts were unfilled across the country, and 57% of college professors lacked a master's or doctoral degree.

## **5.2. HISTORY OF INDIAN EDUCATION**

Brahmin gurus educated through begging, not through fees or funds from students or their parents. After that, the temple became the centre of education. A religious instruction was mandatory, but secular subjects were also taught. The disciples had to be brahmacharis or celibates. Knowledge of these orders was often associated with the work that parts of society had to do. The class of Brahmins studied knowledge of religion, philosophy, and other complementary disciplines, and the class of Kshatriya warriors trained in various aspects of warfare. The Vaishya merchant class learning their trade and the Shudra working class in general were denied the right to education. The Book of Law, Manusmriti, and his thesis on the political mind, Arthashastra, were among the most influential works of the time, reflecting the worldview and understanding of the world at the time.

The secular system was born with Hindu temples, hybrid houses and Buddhist monasteries. These facilities offer hands-on training like medicine. During 500 BC-400 BC, many urban centers of learning became more important. Important learning centers included the Taxila (now in Pakistan) and the Nalanda in Bihar. These institutions have continuously provided knowledge and attracted many international students to study subjects such as Vedic and Buddhist literature, logic and grammar. The Brahmin teacher, Chanakya, was one of the most famous Taxila teachers associated with the founding of the Maurya dynasty.

By the time the Muslim scholar Alberuni (973–1048 CE), India had a sophisticated mathematical system. When the British Raj came to India, modern European education came to India. The British Raj was reluctant to introduce a mass education system because it did not benefit them. Colonial education policy was deliberately aimed at diminishing indigenous culture and religion. This is the approach that has come to be known as Macaulayism. This has completely changed the entire education system. Educated people could not find a job because the educated language became redundant. With the emergence of many primaries, secondary and higher education centres during the colonial era, this system quickly solidified in India. Between 1867 and 1941, the UK increased the proportion of the primary and secondary education population from about 0.6 percent of the 1867 population to more than 3.5 percent of the 1941 population. However, this was much lower than the corresponding number in Europe in 1911, 8 and 18 percent of the population attended primary and secondary education. In addition, they work to improve literacy rates. The literacy rate in India in 1901 was about 5.4 percent. Until India gained independence, this figure was almost 16.5 percent. After independence in 1947, the achievements in promoting education of the masses were mainly attributed to the first Prime Minister Jawaharlal Nehru. Maulana Azad, India's first Education Minister, envisioned strong central government control over education across the country, using a unified education system. However, due to India's cultural and linguistic diversity, only higher education in science and technology falls under the jurisdiction of the central government. The government also has the power to issue national guidelines on educational development and can regulate some aspects of education across India. The central government of India formulated the National Education Policy (NEP) in 1968 and 1986, and consolidated the Plan of Action (POA) in 1992. In 2008, the government introduced a number of measures, such as established District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), and also established Navodaya Vidyalaya and other selected schools in each district. Progress in girls' education, interdisciplinary research, and the establishment of open universities also took place. India's NPE also includes a national education system that provides unity while meeting local educational needs. NEP also highlighted an increase in spending on education, assuming a budget of 6 percent of GDP or more. While the need for more comprehensive innovation in primary and lower secondary education is seen as an issue, it also focuses on developing infrastructure for science and technology education.

The Indian education system is divided into several levels viz. Pre-school level, primary level, primary education, secondary level, primary level, graduate level. Financial support will be provided to important components of education, according to the NEP 2020, in order to meet the target of public spending on education of 6% of GDP as soon as possible. These elements include (i) a



sufficient number of teachers and personnel, (ii) teacher development, and (iii) learning resource development. Long-term, the strategy supports expenditures in major education thrust areas such as (i) teacher education and development, (ii) college and university restructuring, (iii) research promotion, (iv) foundational literacy, and (v) high-quality early childhood care education. Furthermore, the Policy suggests that monies be used efficiently to avoid underutilization of allocations. This will aid in the timely achievement of educational aims under various initiatives. The National Council of Educational Research and Training (NCERT) is the governing body for curriculum related issues relating to school education in India. NCERT provides support and technical assistance to many schools in India and oversees many aspects of the implementation of education policy. In India, the various curriculum authorities that manage the school education system are:

- i. The state government boards, in which the majority of Indian children are enrolled.
- ii. The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- iii. The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- iv. The National Institute of Open Schooling (NIOS).
- v. International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- vi. Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous.
- vii. Autonomous schools like Woodstock School, The Sri Aurobindo International Center of Education Puducherry, Auroville, Patha Bhavan and Ananda Marga Gurukula.

### **5.3 10+2+3 PATTERN**

The "10+2+3" educational model is followed by central boards and most state boards. In this structure, ten years of primary and lower secondary education are followed by two years of upper secondary education (usually in schools with upper secondary schools or in colleges), then three years of college to earn a bachelor's degree. The ten years are divided into five years of elementary

school, three years of high school, and two years of middle school. The recommendations of the Board of Education from 1964 to 1966 inspired this model. The New education policy 2020 aims to restructure school curricula and pedagogy into a new '5+3+3+4' design so that school education can be tailored to the needs and interests of students at various developmental stages – a 'Foundational Stage' (five years), a 'Preparatory Stage' (three years), a 'Middle Stage' (three years), and a 'High Stage' (four years) (four years, covering grades nine, 10, 11 and 12).

## **5.4. PRIMARY EDUCATION SYSTEM IN INDIA**

The Government of India emphasizes primary education until the age of fourteen (known as primary education in India). The Indian government has also banned child labour to ensure that children do not have to work in hazardous working conditions. However, free education and prohibition of child labour are difficult to enforce due to economic disparities and social conditions. 80 percent of all accredited schools at the primary level are government-operated or supported, making it the largest provider of education in the country. Anyhow, due to lack of resources and lack of political wills, this system suffers from huge shortcomings, including a high teacher-to-student ratio, lack of infrastructure, and low level of teacher training. Figures released by the Indian government in 2011 show that there are 5,816,673 primary school teachers in India. As of March 2012, there were 2,127,000 secondary school teachers in India. Education is also made free for children aged 6 to 14 or up to eighth grade under the Children's Right to a Free and Compulsory Education Act 2009. The government has made several efforts to improve it. The District Education Restoration Program (DERP) was launched in 1994 with the aim of universalizing primary education in India by reforming and revitalizing the existing primary education system. 85 per-cent of the DERP is funded by the central government and the remaining 15 per-cent is funded by the states. DERP, which has opened 160,000 new schools, including 84,000 alternative education schools providing alternative education to approximately 3.5 million children, is also supported by UNICEF and other international programmes.

This elementary education program also boasts a high enrolment rate of 93.95 percent over the past three years in several states. The program has also significantly improved staffing and the number of girls. The Universal Education Program for all and, now Sarva Shiksha Abhiyan, is one of the largest educational initiatives in the world. Enrolment has improved, but quality levels remain low.

## **5.5. PRIVATE EDUCATION**

According to current estimates, 80 percent of all schools are public, making the government the main provider of education. However, due to the poor quality of public education, 27 percent of Indian children receive a private education. With more than 50 percent of children attending private schools in urban areas, the balance is tilted towards private education in the city; even in rural areas, almost 20 percent of children in 2004-5 attended private schools. According to some studies, private schools often bring higher results at twice the cost than public schools. However, others argue that private schools are failing to provide education to the poorest families, an option that represents only a fifth of schools and has previously ignored court orders over regulation there. In their favour, it is pointed out that private schools cover the entire curriculum and offer extracurricular activities such as science fairs, general culture, sports, music and theatre. The student-teacher ratio in private schools is much better 1:31 to 1:37 for public schools, and more teachers in private schools are female.

There is some disagreement about which system has the best trained teachers. According to the latest DISE survey, the proportion of untrained teachers (parameters) in the private sector is 54.91 percent compared to 44.88 percent in public schools and only 2.32 percent of teachers in schools without support received continuing training compared to 43.44 percent in public schools. Competition in the school market is fierce, but most schools make a profit. However, the number of private schools in India is still low, the rate of private schools is 7 percent (21 percent primary and 32 percent secondary, source: Fortress Team Research).

Even the poorest people often go to private schools despite the fact that public schools are free. One study found that 65 percent of students in the slums of Hyderabad attended private schools.

## **5.6. SECONDARY EDUCATION**

The National Policy on Education (NPE), 1986, regulates environmental, science and technology awareness education and introduces traditional elements such as yoga into India's secondary school system. Secondary education includes children between the ages of 14 and 18, including 88.5 million children according to the 2001 census. However, enrolment figures show only 31 million of these children attending school in 2001-02, which means two thirds of the population still do not attend school. An important feature of the secondary school system in India is its focus on including the marginalized sections of the society. Experts from established institutes are often called upon to assist with vocational training. Another feature of the secondary school system in India is to focus on career-based vocational training to help students acquire the skills needed to find a career of their

choice. An important new feature is the extension of SSA to secondary education in the form of Madhyamik Shiksha Abhiyan. A Special Integrated Education for Children with Disabilities (IEDC) program was started in 1974 with a focus on elementary education, but has been transformed into inclusive education at secondary level. Another particularly noteworthy program, the Kendriya Vidyalaya Project, has been launched for central government employees of India, who span across the country. The government started the Kendriya Vidyalaya Project in 1965 to provide uniform education in educational institutions following the same curriculum at the same rate regardless of where the employee's family was relocated. A multilingual primary education portal with rich multimedia content for children and discussion forums on educational issues is available. The India Development Portal is a national initiative to facilitate the empowerment of rural people through the provision of relevant information, products and services in the local language.

## **5.7. OPEN AND DISTANCE LEARNING**

At the school level, the National Open School Institute (NIOS) provides continuing education opportunities for those who have not completed their education; 140,000 students are studying at the lower secondary level and above through open and distance learning.

At the higher education level, Indira Gandhi National Open University (IGNOU) coordinates distance learning. It has a cumulative membership of about 15 lakhs, served by 53 regional centres and 1,400 research centres with 25,000 consultants. The Distance Education Council (DEC), an agency of IGNOU, coordinates the state's 13 open universities and 119 institutions that offer the respective courses in conventional universities. Although distance learning institutions are growing at a very fast rate, most of these institutions need to improve in their standards and performance. There is a huge increase in courses covered by distance mode without adequate infrastructure, both human and material. It is imperative to correct these imbalances.

## **5.8. DIFFERENT POLICIES ON INDIAN EDUCATION**

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the

government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The new NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children.

What are these points below is it continuation of the earlier paragraph.

Other policies of the government of school education in India are (are these policies relating to bring access and equity issue): Write little bit more about each policies given below focussing on objective, aim, focus etc.

- i. Right to Education (RTE) - Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right
- ii. National Programme for Education of Girls at Elementary Level (NPEGEL)-write detail about this.
- iii. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education, launched in 2009 (write little detail objective, focus , etc)
- iv. Saakshar Bharat (Saakshar Bharat/Adult Education) to create a literate society through a variety of teaching learning programmes for non-literate and neo-literate of 15 years and above.
- v. Rashtriya Uchchar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.
- vi. Samagra Shiksha Abhiyan (SSA) - overarching programme for the school education to ensure equitable learning outcomes

## **5.9. SCHOOL SYSTEM IN ODISHA**

Odisha education encompasses all of the state's schools, colleges, universities, and technical institutes. Odisha's schools are an important aspect of the state's educational system. It educates Odisha kids in elementary and high school. Odisha's colleges and universities assist students in pursuing higher education. Odisha schools are in charge of the territory's primary and secondary education. There are a lot of government schools with strong infrastructures that are part of the government of Odisha's Mo school Abhiyan and 5T initiatives. The government has taken the initiative to open a new OAVS or Model School in Odisha. The state and NCERT curricula are followed by three types of schools in Odisha. The government manages its own schools, employing its own workers and using government-owned property and infrastructure. Government schools are a term used to describe these institutions. Then there are schools that are privately owned and operate with their own land and structures. The fees are high here, and the administration compensates the teachers. These schools cater mostly to urban middle-class families. The third sort of school is one that receives government support but was founded on private land and in private buildings by a private organisation.

## **5.10 CONCLUSION**

The expansion of the school education system in Odisha and across India is discussed in the preceding chapter. The history of education and school education system-related information, such as the history of Indian education, school education pattern, private and public education, diverse forms of education, and various government educational policies, have been attempted to analyse in India and Odisha.

## **CHAPTER-VI**

# **ANAYLSIS OF DATA AND RESULT**

## **INTERPRETATION**

### **6.0. INTRODUCTION**

This chapter contains a data analysis and interpretation. The study of ordered materials to identify embedded data is known as data analysis. As much as possible, the data is examined through the lens of new data. Before collecting real data, analysis necessitates a thoughtful and adaptable mind-set as well as analysis planning. The interpretation procedure mainly entails expressing what the results reveal. It is not a routine or mechanical procedure to interpret data. It necessitates a thorough, rational, and critical review of the outcomes of the analysis. In light of the sample's limitations, the study's tools, and the tools used, the researcher has attempted to put the problems in context in order to appreciate the significance of the data, to achieve the desired results, and to analyse and interpret the data.

The raw scores obtained by administering the Discriminatory Practices for determining system' perceptions of discriminatory practises were used in this study. The data was objectively analysed and the results were interpreted by the researcher. Before evaluating the data, the researcher looked at the nature of the Discriminatory Practices to determine the best statistical technique to apply.

In this chapter, a researcher attempts to present the expected outcomes of our primary survey. Specifically, educational data such as parents profession, parents income, categories wise students enrolment in public and private school, student residences, school location, school type and syllabus, fees structure, school management, enrolment rate, teacher pupil ratios, number of institutions, and sex-wise teacher-student distributions have been analysed

### **6.1. SOCIO-ECONOMIC PROFILE OF ODISHA**

On April 1, 1936, the state of Odisha was established as one of the Indian Union's 29 states. It's between 17° 48 and 22° 34 north latitude, and 81°24 and 87° 29 east longitude. Jharkhand is to the north, Andhra Pradesh is to the south, Bengal is to the north-east, Chhattisgarh is to the west, and the Bay of Bengal is to the east. It covers 1.5 million square kilometres and has a population of 4.2 crores people, with 2.12 crores male and 2.07 crores female, according to the 2011 census. The state covers 4.7 percent of India's land area and is home to 3.58 percent of the country's people. The urbanisation process has been gradual in relation to the rest of the country. In India, 31.16 percent of the



population lives in cities, compared to 16.69 percent in Odisha. STs make for 22% of the state's population, while SCs account for 16%. Together, they account for 38% of the entire population. Natural resources, including as forest, fauna, seashore, mines, and minerals, abound throughout the state. Regardless of these factors, it is classified as a poor state. The state's culture, ethos, and values are prospering. Odisha covers a total size of 155,707 square kilometres. Odisha has a density of 270 people per square kilometre, which is lower than the national average of 382 people per square kilometre. According to Census 2011, the sex ratio in Odisha is 979 for every 1000 males, which is lower than the national average of 940. In Odisha, the female sex ratio was 972 per 1000 males in 2001. According to the 2011 population census, Odisha's literacy rate has risen to 72.87 percent. Male literacy rates are at 81.59 percent, while female literacy rates are at 64.01 percent. In 2001, Odisha's literacy rate was 63.08 percent, with male and female literacy rates of 75.35 percent and 50.51 percent, respectively. The total number of literates in Odisha is 26,742,595, with males accounting for 15,089,681 and females accounting for 11,652,914. In Odisha, there are 20783 upper primary school students and 9519 high school students. In upper primary school, there are 2794114 students enrolled, and in high school, there are 762089 students enrolled<sup>10</sup>.

Bargarh is a district in Odisha's western region. It was a subdivision of Sambalpur district prior to 1992. Bargarh District was created on April 1, 1993, when Sambalpur District was divided. It is one of Odisha's most illustrious districts. Bargarh is called for the headquarters town of Bargarh, which is located on the Jirariver's left bank. The town is located 59 kilometres west of Sambalpur district on National Highway No. 6. Bargarh is one of three expansion districts that joined the D.P.E.P. in 1997-98 under the 2nd phase states at the national level and the new expansion districts at the state level, each with its own strategy, objectives, and priority areas for accomplishing the U.E.E. The district is known for its wavers, which have brought pride to the district. With this in mind, the Government of India has established an IIHT (Indian Institute of Handloom Technology) in Bargarh. A school is an educational institution that is in charge of giving instruction to a group of students under the supervision of certified teachers. There are several schools in Bargarh that follow the CBSE, ICSE, SSC, and other national and state level board education systems, all with the goal of providing education to children and supporting them in developing a greater understanding and knowledge of a range of subjects. Schools are critical in teaching social skills, teamwork, and the ability to seize learning opportunities, as well as in the overall development of children's personalities. The total number of literates in Odisha is 983,783, with males accounting for 557,217 and females accounting for 426,566. In Odisha, there are 728 upper primary school students and 342 high school students. In

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<sup>10</sup> <http://opepa.odisha.gov.in/SchoolReports/SchoolDetails.aspx>

upper primary school, there are 70378 students enrolled, and in high school, there are 17883 students enrolled<sup>11</sup>

## **6.2. QUANTITATIVE ANALYSIS OF THE DATA**

The analysis of the data gathered through the survey and discussion on the results were undertaken by keeping in view the main objectives the present study such as,

- 1) To explore the nature of discriminatory practices in school education in Odisha,
- 2) To identify the factors responsible for practice of discrimination in school education throughout the country with a particular reference to Odisha,
- 3) To understand critically the intent and the different way these discriminations are being practiced in government and private schools, and
- 4) To study the main factor responsible for discrimination between private and public schools.

The survey was done using a questionnaire created by the researcher to meet the objectives. The final result is summarised in the table and graphs below. The data, which included 240 students and 24 institute heads, was analysed to see how pupils felt about discriminatory activities in school education system. The assessment of discriminatory practises in school was done with the help of scores obtained on Discriminatory Practices, which assesses student residences, school location, school type and syllabus, fees structure, school management, enrolment rate, teacher pupil ratios, and number of institutions. The results are shown in the graph and table below.

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<sup>11</sup> <https://bargarh.nic.in/demography/>

## 6.3 Student Profile

Table 6.1: Class wise students Details from the Study region (in Percentage)

Class	
viii	4%
ix	28%
x	68%
<b>Total</b>	<b>100%</b>

Source: Compiled by Researcher

In the above table, it is shows that, for survey we have taken 4%, 28% and 68% students from respective classes VII, IX and X of Bargarh, Odisha.

Table 6.2: Gender wise students Details from the Study region (in Percentage)

Gender	
<b>Male</b>	50%
<b>Female</b>	50%
<b>Total</b>	<b>100%</b>

Source: Compiled by Researcher

The above table shows the students detail on the basis of gender. Here, the trend of gender rate is quite equal. The data related to our research in Bargarh, Odisha.

Table 6.3: Religion wise students Details from the Study region (in Percentage)

Religion	
<b>Hindu-</b>	99%
<b>Christian</b>	1%
<b>Muslim</b>	0%
<b>Other</b>	0%
<b>Total</b>	<b>100%</b>

Source: Compiled by Researcher

The above table shows the detail of the respondent students' religion. From the survey, we have found that students belong to three types of religion viz. Hindu, Christian and Muslim. Among all

three religions, the rate of Hindu religion is on top with 99%. Secondly, Christian religion are very rare, also there are no Muslim students got found in this survey.

*Table 6.4: Categories wise students Details from the Study region (in Percentage)*

Category	
SC	20%
ST	20%
OBC	30%
GEN	30%
<b>Total</b>	<b>100%</b>

*Source: Compiled by Researcher*

In this present section, we have analysed student's percentage on the grounds of categories i.e. ST, SC, OBC, and GEN. We also we found that 20% of students are from SC, another 20% of students are from the ST category. On the other hand, 30% each of the students belong to OBC and GEN category.

## 6.4 Details of Sampled Schools

Detail about the sampled schools is being discussed in the following.

*Table 6.5: Type of the School Details from the Study region*

Sl. No	District Name	Block Name	No of Govt High School	No of Private School
1	BARGARH	Bargarh	29	4
2		Bargarh MPL	10	5
3		Barpali	26	1
4		Barpali NAC	3	3
5		Bijepur	23	1
6		Bijepur NAC	2	1
7		Gaisilat	21	1
8		Jharbandh	17	0
9		Padampur NAC	3	3
10		Rajborasambar	24	3
<b>TOTAL</b>			<b>158</b>	<b>22</b>

*Source: Compiled by Researcher*

The number of educational institutions in a certain region is depicted in the above table no 6.5. It is obvious from the above table that the number of institutions in government schools is the highest when compared to private schools, and that the number of private institutions in the urban region is the highest.

**Table 6.6: Type of the School based on the management from the Study region (in Percentage)**

Type of the School	
<b>Government</b>	71%
<b>Private</b>	29%
<b>Total</b>	100%

*Source: Compiled by Researcher*

There are mainly two types of schools namely Government and Private in the sampled district. Government Schools are primary or secondary schools mandated for or offered to all children without charge, funded and controlled by the local, state or national government. Since they are supported by the government, they are wholly or partly funded by taxation. As the names imply, government schools are administered and funded by the local, state or national government whereas private schools are funded wholly or partly by student tuition and administered by a private body. In our survey we tracked down that 71% of government and 29% of private schools are located in Bargarh district, Odisha. The ratio of government schools is higher than that of private schools.

**Table 6.7: Type of the School based on the location from the Study region (in Percentage)**

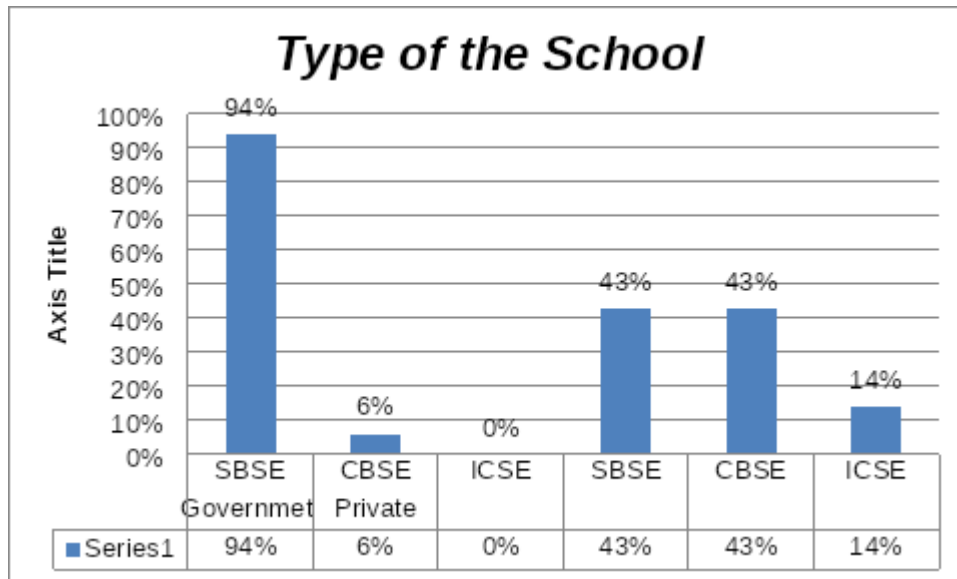
<b>Government</b>	<b>Rural</b>	<b>88%</b>
	Urban	12%
	Semi Urban	0%
<b>Private</b>	Rural	14%
	Urban	86%
	Semi Urban	0%

*Source: Compiled by Researcher*

In this section, we are trying to analyse the location of school by means of rural, urban and semi-urban. Since the percentage of government schools is higher than private schools, so the venue of

schools becomes more in rural compared with urban locality. There are no schools located in semi-urban area as per the data. In rural areas, 88 percent of government schools are located, while only 12 percent of such school are located in urban areas. In urban areas, 86 percent of private schools are located, while only 14 percent of private schools are located in rural areas.

**Figure 6.1: Type of the School and along with their affiliating of the Study region (in Percentage)**



*Source: Compiled by Researcher*

**Table 6.8: Type of the School different Boards under the Government and Private Sector from the Study region (in Percentage)**

<b>Government</b>	<b>SBSE</b>	<b>94%</b>
	CBSE	6%
	ICSE	0%
<b>Private</b>	SBSE	43%
	CBSE	43%
	ICSE	14%

*Source: Compiled by Researcher*

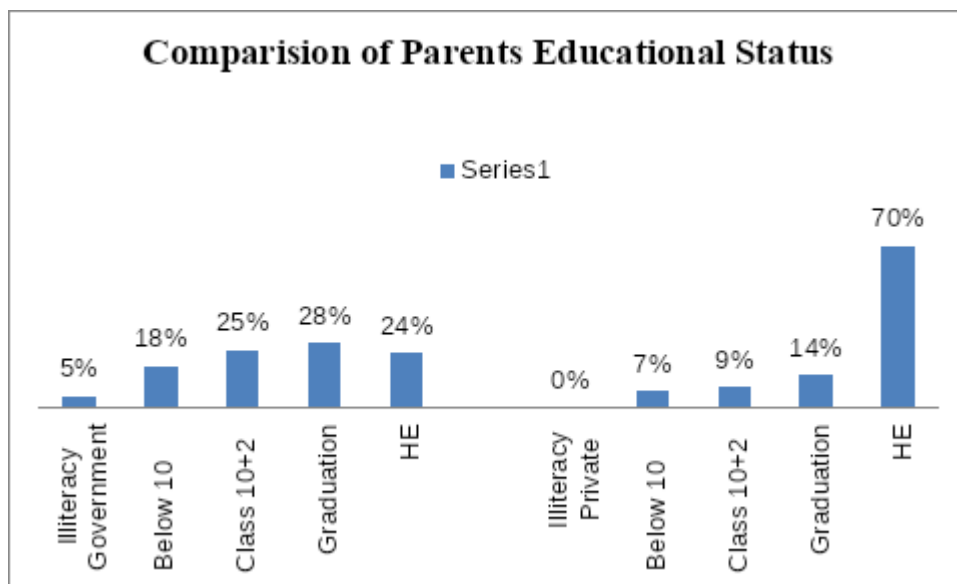
In this section, we are analysing about the syllabus of differences schools. We generally found three kind of syllabus viz. SBSE, CBSE and ICSE as being followed the schools. While analysing the data,

it is found that, the rate of schools affiliating to SBSE is higher than that of schools affiliating to CBSE and ICSE. Following figures represents the types and percentage of syllabus goes with schools of Bargarh, Odisha in accordance with their syllabus where we have been analysing, what we found is that 94 percent of the government schools follow SBSE syllabus and only 6 percent of them follow the syllabus of CBSE. There is no government school which follow the syllabus of ICSE. Regarding the private schools, 43 percent of the schools follow the SBSE syllabus, while only 43 percent and 14 percent of them follow CBSE and ICSE syllabus respectively.

## 6.5 Parents Profile

Profile of the parents is being analysed and discussed in the following.

**Figure 6.2: Parents Educational Status comparison on the schooling their children**



*Source: Compiled by Researcher*

In the above diagram parent’s educational status has been shown by dint of literacy rate. In this survey we examined that only 3 percent of parents were illiterate. Considering parent’s background plays an important role in the development of student’s nature, efficiency, we found 70 percent of Highly Educated parents sent their children’s to private school, while only 24 percent of Highly Educated parents sent their children’s to government school. These create a gap between educated and uneducated family discrimination in education.

**Table 6.9: Parents Occupational Status from the Study region (in Percentage)**

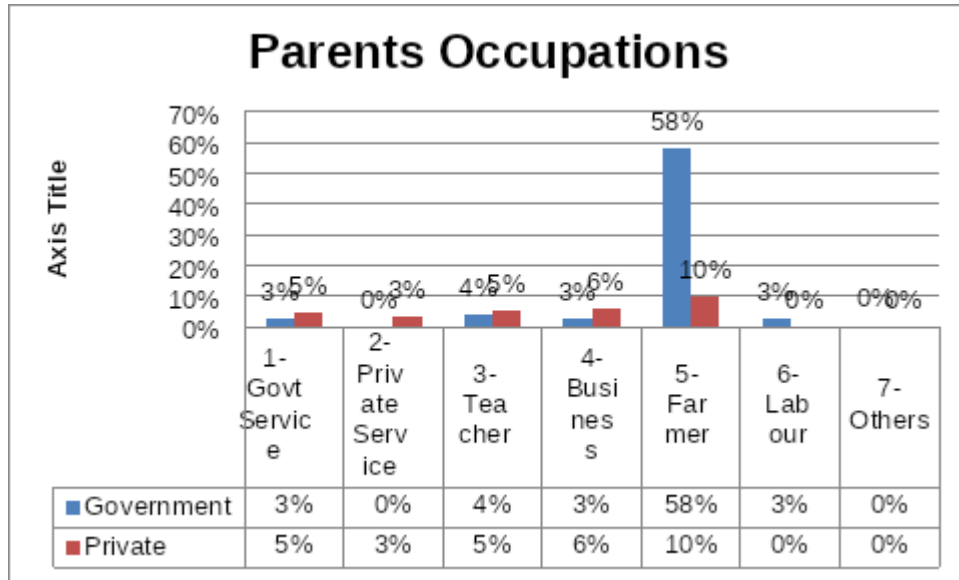
Parents Occupation	
1- Govt Service	8%
2- Private Service	3%
3- Teacher	10%
4- Business	9%
5- Farmer	68%
6- Labour	3%
7- Others	0%

*Source: Compiled by Researcher*

The above diagram shows the parent's occupation of sampled students. Our study reveals that, the highest rate of parent's occupation was farmer since the government schools were more in rural area. Only 8% of parents were in government services and 9% in business, also they prefer their pupils to educate in private schools. Also, some educated parents like teacher and doing jobs in private sector were 10% and 3%, rests labours and doing other jobs were less in numbers.



**Figure 6.3: Parents Occupational Status differentiate between Government and Private school**



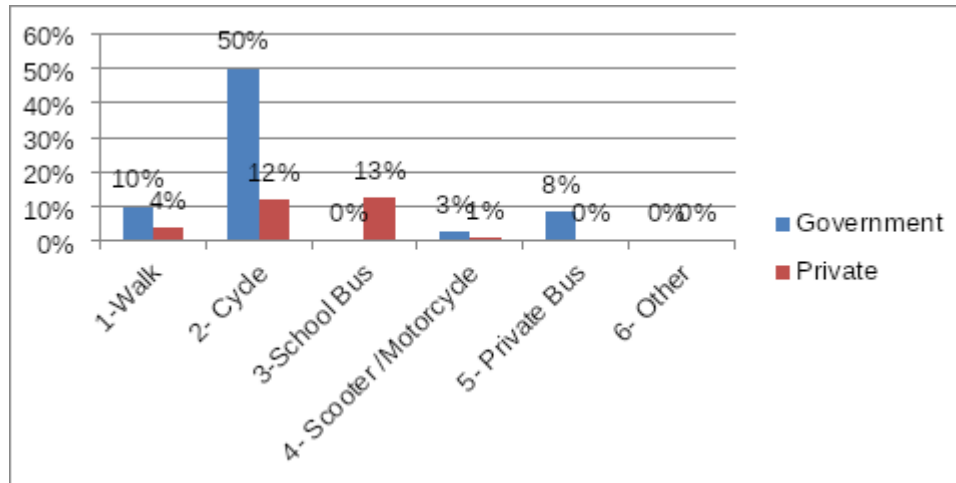
*Source: Compiled by Researcher*

The figure above also depicts the occupation of sampled students' parents. According to our research, the most common occupation of parents was farmer, because government schools were more prevalent in rural areas. Only 8% of parents work in government and 9% in business, and they prefer their children to be educated in private schools. Also, some educated parents, such as teachers and those working in the private sector, accounted for 10% and 3% of all parents, respectively, while the rest worked as labourers or in other occupations. From the analysis above, we discovered that most of all occupational parents sent their children to private school, with the exception of farmer parents, who sent their children to government school at a rate of 58 percent. These factors contribute to family discrimination in education based on financial condition of the parents.

## 6.6 Analysis of data relating to other study related issues

Details about the analysis of the data relating to facilities and support learning systems provided by the schools are being given. It also provided the mode of transportation of the students from home to schools and also data on tuition private tuition. It also provides the data on medium of instruction

**Figure 6.4: Mode of transportation Status of the students**



*Source: Compiled by Researcher*

In this figure, we try to analyse the mode of transportation of students from house to their respective schools through various modes, such as, school bus, private bus, motorcycle, cycle or even walking. Government school some students prefer to go by bus or motorcycle whereas 50 percent students by cycle and 10 percent students by walking. The most common form of transportation is cycling, which is used by students from government schools, while students from private schools use school buses. Other modes of transportation are merely comparable to each other, with the exception of private bus transit.

**Table 6.10: Medium of instruction Status (in Percentage)**

Medium of instruction	Government	Private
1-Mother Tongue	63%	13%
2- Hindi	0%	0%
3-English	0%	0%
4- English and Hindi	8%	17%

*Source: Compiled by Researcher*

This statistic puts the spotlight on the study of medium of instruction in Bargarh, Odisha schools. In the Bargarh district, there are primarily three types of languages taught in schools, namely, mother tongue (Odia), Hindi, and English. Because most schools are located in rural areas, their medium becomes their mother tongue, while the remainder, namely private schools located in urban areas, prefer the English-Hindi medium. When it comes to medium of instruction, 75 percent prefers mother tongue while the remaining 25 percent prefers English-Hindi.

**Table 6.11: Teaching Aid Status of the school (in Percentage)**

Teaching Aid	Government	Private
1- Blackboard	63%	8%
2- White Board	8%	4%
3-Smart Class Teaching Techniques	0%	17%

*Source: Compiled by Researcher*

In this section, we are exploring the teaching aid used in the sampled schools. The most common teaching aids are the blackboard, whiteboard, and smart class. It is also found that smart class teaching strategies are being followed in private schools because private schools are for profit. However, blackboards and white boards are becoming only the important instructional tools in government schools.

**Table 6.12: Private Tuition Status of the students (in Percentage)**

Private Tuition	Government	Private
Avail	42%	23%
Non-Avail	29%	6%

*Source: Compiled by Researcher*

This figure describes the cost of students' private tuition. Even if children attend schools, they prefer private tutoring to gain a better understanding of a subject. Tuition is preferred by 65 percent of students, while the remaining 35 percent cannot or do not want private tuition, so they want to clear their studies on their own.

**Table 6.13: School Identification Status from the Study Region (in Percentage)**

Type of the School	Location of the School	Type of Syllabus	No of Teacher	Vacancy of teacher	SC	ST	OBC	GEN	PH	
<b>Govt.</b>	71% Rural	63% SBSE	58%	83%	17%	16%	15%	40%	28%	1%
	Urban	8% CBSE	4%							
	Semi Urban	0% ICSE	0%							
<b>Private</b>	29% Rural	4% SBSE	13%	98%	2%	8%	7%	48%	37%	0%
	Urban	25% CBSE	13%							
	Semi Urban	0% ICSE	4%							

*Source: Compiled by Researcher*

The table above provides a quick description of the research area's school education system. According to the findings of this study, only a small number of private schools are available in this region, and the majority of the population relies on government educational institutions. The researcher is attempting to classify school locations as rural, urban, or semi-urban. Since government schools account for 63 percent of rural schools and only 8% of urban schools, while private schools account for only 4% of rural schools and 25% of urban schools. In the above numbers, the types and percentages of curriculum correspond to the researcher's study region, Odisha. According to their syllabus, 58 percent of government rural schools follow SBSE syllabus, and only 4% follow CBSE syllabus, and there are zero percent of ICSE and 13 percent SBSE in rural school and CBSE also same 13 percent and only 4% ICSE syllabus in urban, goes with their respective private schools. This research showed that teacher engagement is higher in private schools (98%) than in government schools (83%) and that the categories of students enrolled in private schools and government schools differ in nature. In private schools, students in the ST, SC category are less prevalent, whereas students in the general and OBC categories are more prevalent. The teacher salary structure in a government school is higher than in a private school. A government teacher's minimum salary is RS. 25,000, whereas a private school teacher's maximum salary is the same.

During my data collection, I interviewed a large number of school owners, teachers, students, parents and various social workers and gathered their feedback. Everyone has given their opinion on the education system of Odisha. As the school was closed due to Covid-19, I went to the homes of many students and collected their family information, when the parents and students of the rural region were consulted, they raised a number of issues, and the parents of the urban region also raised their concerns. Despite the fact that most urban parent's report that education is prohibitively expensive and parents in rural regions simply claim that private schools are not available in their area, the study investigated why they are unable to send their children to private schools. Because individuals with higher purchasing power for private school for their children and those with lower purchasing power for public education for their children are the objects of the study, the existing educational system is concerned with purchasing power capacity. Many teachers state that their children attend a private school that is regarded as one of the best in the area. They did not send their children to government schools because they believed they could not provide a quality education. They argue that the government school does not effectively cater for a variety of issues, including language, guidance, and preparation. On the one hand, because of their high occupation and stable income, wealthy individuals choose to live in urban. They spend a lot of money on education by enrolling their children in private schools in order to give a good education for their children. Poor individuals, especially lower income people, cannot afford private school and must send their children to public school to receive an education. In urban areas, I interviewed some of the individuals from urban slums; their pupils were admitted to the RTE Act, and they faced numerous challenges after the eighth grade because they were unable to enrol in a private school for grades 9 to 12.

## 6.7 DISCUSSIONS ON FINDINGS

In this study, we surveyed 4 percent, 28 percent, and 68 percent of students from Bargarh, Odisha's respective classes VII, IX, and X. The students in this study were divided into two groups based on their gender. The information is from our research in Bargarh, Odisha, and this study is focused on religion. According to our survey, there are three types of religions being practiced in the district, namely, Hindu, Christian, and Muslim. The Hindu religion has the highest rate among all three religions, at 99 percent. Second, Christian pupils are extremely infrequent, and no Muslim students were detected in this poll. Further, in this study, we included 20% of SC and ST participants and 30% of OBC and GEN participants.

There are mainly two types of schools namely Government and Private in the area of study. Government Schools are primary or secondary schools mandated for or offered to all children without charge, funded and controlled by the local, state or national government. Since they are supported by the government, they are wholly or partly funded by taxation. As the names imply, government schools are administered and funded by the local, state or national government whereas private schools are funded wholly or partly by student tuition and administered by a private body. In our survey, we tracked down that 71% of government and 29% of private schools are located in Bargarh district, Odisha. The ratio of government schools is higher than that of private schools.

Discrimination merely displays to deny equal opportunities. To examine the nature of discriminatory practices in school education in Odisha, we found by means of resident on the basis of rural and urban, income on the basis of occupation, as well as education qualification of parents. Furthermore, we also got to know that their gender (MALE, FEMALE, TRANSGENDER), category (GENERAL, OBC, ST, SC) and religion (HINDU, MUSLIM, CHRISTIAN, OTHERS) touch the discriminatory practices.

Factors responsible for practice of discrimination in school education in Odisha as found are as follows; firstly, school location as school locates on urban, rural or semi urban areas; secondly, the syllabus followed by different types of schools as we found that central government, state government or private schools followed, by their syllabus viz. NCERT or SCERT, with the medium they choose. Education quality, structures and infrastructure of a private school varying to Government school are also the major factors for practice of discrimination. Trained teachers with advanced smart classes make a great distinction between public and private school. Their medium of learning with a specific bottom to top patterns of education quality becomes one of the prominent

factors. Since fee structure of a private school is higher, they dispense some sound transport, transparent rooms with digital classes as well as clean toilet.

In a number of respects and forms, discriminations have been practiced in government and private schools. First and foremost, the model of syllabus makes a gap of education quality between government and private schools. Well experienced teachers with co-operative nature are another way of discrimination practiced. Since fee-structure of private schools is quite higher so only rich classes having sound economic structure can afford to send their children to private schools. Seeing that, curriculum of a private school student and government are pretty much contrast as they generally come from urban, so their medium definitely creates discrimination with those of government school student. Predominant factors for discrimination between private and public schools are as localisation of schools mainly all private schools settled in urban areas, and their medium of instruction may differ from government schools with regard their syllabus. By and large, private schools are made by looking the demanding nature of rich and educated people so that their pupils can pursue quality education.

In government schools, the student-teacher ratio is quite high, with seventy children in one class. As a result, a teacher is unable to devote sufficient time to each student, and not all pupils are able to communicate effectively with the teacher. In contrast, private schools have classes with more than thirty students, resulting in better student-teacher interaction and a caring teacher for children.

In India, English has become a high-status language. English proficiency is thought to be essential for entry and progression in the armed forces, civil service, and higher-paying jobs in private firms and non-governmental organisations. It is also used as a medium of instruction at universities, which is why parents insist on it in schools. The English language was viewed by the parents as a primary determinant of this expansion and as a basic prerequisite. As a result, I've discovered a link between attending a private school and learning English as a second language. Because of the English language of instruction, as well as the discipline and status symbol associated with private schools, they are favoured. Parents, on the other hand, avoid public schools because the majority of them teach in a regional language. Now, the Odisha government's proposal to introduce English as a school subject in Odia-medium public schools may result in an increase in public school enrolment.

Poor parents are unable to enrol their children in private schools. Parents with greater money are more likely to send their children to private schools than parents with less money. The percentage of children that attend private school rises as their socioeconomic standing rises. When it comes to choosing between private and public schooling, parents from all socioeconomic classes prefer girls.

Parents are more likely to choose private schooling for their daughters than for their sons, despite the fact that they discriminate against females in enrolment decisions. Girls from wealthier families are more likely to attend private schools than girls from lower-income families.

Under the Right to Education Act, all children aged 6 to 14 have a fundamental right to free and compulsory education. All private schools set aside 25% of their seats for the community's most needy kids. There is systemic racism under the RTE Act since private schools have reservation schemes for SC, ST, and EWS students. The RTE Act of 2009's 25% reservation rule only applies to kids within a 5-kilometer radius, hence most educational institutions are only available in urban areas, and the RTE Act discriminates between rural and urban areas in terms of private education.

The new administration of the Republic of India has a long-held aim of providing universal and compulsory education to all children aged 6 to 14. This is clear from the fact that it is enshrined in Article 45 of the constitution as a directive policy. But, more than half a century later, this goal remains a long way off. However, the government appears to have taken notice of this lapse in the recent past and has declared primary education to be a Fundamental Right of every Indian citizen. Economic pressures and a severe shortage of competent and educated labour must have played a part in prompting the government to take such action. Along with China, India has one of the world's largest and most complex educational systems. India is dedicated to providing its inhabitants with a basic education, as is outlined in the National Policy on Education. Elementary education is now compulsory in India. Only 14% of India's population was literate at the time of independence. After so many decades, the number of people who are literate has climbed by 86 percent.

## **6.8 CONCLUSION**

This chapter examines the various factors that contribute to Odisha's discriminatory education system. School administration, school boards, medium of instruction, instructional tools, means of transportation, teacher availability, and so on are all important considerations. The study discovered that private schools are a luxury education system in this region because they provide different standard facilities such as school buses, national level curriculum, smart classroom facility, and a good infrastructure, whereas government schools do not.



## **CHAPTER-VII**

# SUMMARY AND CONCLUSION

## 7.0. INTRODUCTION:

The present study was undertaken with a view to understand discriminatory practices in school education system in Odisha. The research was carried out in the Bargarh District of Odisha. The study adopted descriptive research approach by conducting a survey and has used both quantitative and qualitative data to explore the issue in-depth. Questionnaire and interview schedules were employed to collect data from the sampled respondents. Secondary data was also gathered from sources such as documents from the Board of Secondary Education, Odisha, U-DISE Plus, Department of School and Mass Education, Odisha School Education Programme Authority, Directorate of Economics and Statistics, Government of (DES). Related documents were also collected from the websites of Ministry of Education India, NCERT, CBSE, ICSE etc. The data were analysed mainly quantitatively. Thus, this chapter summarises the preceding discussion, briefly summarises the study's findings, and draws conclusions. Finally, some possible policy implications have been suggested.

## 7.1. SUMMARY OF THE STUDY

As previously stated, the study attempted to assess the state of Odisha's school education system. The studies attempted to provide a quick outline of Odisha's and India's educational systems. A brief history of Indian education and educational policy are explored. As a result, the evolution and progress of the educational system were explored. The rise of the private education system was also examined, particularly the emergence of CBSE and ICSE. When the two school-education systems - public and private - begin to compete, the problem of quality emerges. Discriminatory behaviour in the educational system can be seen in the emergence of a wide range of problems, which should be examined further through the studies suggested. This is the major point of the study.

Discrimination is a practise that deprives people of their right to equal opportunity. A public school's quality of instruction, structure, and facilities are all crucial factors to consider. Because a private school's expense structure is high, they provide some noise transportation, digital classrooms, and clean rooms and restrooms. In India, English has become the dominant language. English is required for admittance into the military, civil service, and higher-paying businesses, as well as for advancement. The government of Odisha is currently considering increasing enrolment in

government schools in order to make English a compulsory subject. The syllabus approach causes a disparity in educational quality between public and private institutions. Discrimination is prevalent in both sorts of schools in many circumstances.

## **7.2. FINDINGS OF THE STUDY**

The findings from the primary sources critically have seen where the data are meant for research questions and objectives.

- We became acquainted that discrimination practices in Odisha leads to create inequality among students. For creating discrimination, the first and foremost reason is the different school board (ICSE, CBSE, & BSE) with their structuring of syllabus. In addition to this their method and medium of teaching create a gap among the students. The strata of private and public schools in accordance with their respective infrastructure assemble different tier of knowledge and experiences with one another.
- Different board of education in different schools, sort of their management by means of private or public schools were the major considerations. Apart from these different types of school for different caste or religion had been organized that Impact over students and their education viz. ST SC development school (SSD), Kanyashram, SSVM, Madrasa, Missionary schools and so on. By the same token their medium of teaching differ from one to another as their facilities provided by private or public school made pupil teacher ratio less than that of one another. Class participation along with educational provision for backward classes could be the major factors for practicing discrimination. As teachers' salary made a huge different in line with private and public schools so as their teaching. In keeping with government schools, nature of appointment of teachers were full time teacher, adhoc or temporary teachers with different tier of salary but in private school comparatively their salary were same.
- In one hand because of the high occupation and sound income rich people prefer to stay in urban area. In order to provide good education to their children they spend a lot of money in education by getting into private school. On the other hand, the poor people usually low caste people simply cannot afford private school so they send their child to public school to get education.

- According to RTE 2009, 25 percent of reservation created for special categories that placed under 5 km radius of a private school. Considering private school their Pupil Teacher ratio were higher than that of public school because private schools were providing better guidance as they paid high level of fees. Since private schools were positioned more or less in urban areas their medium of teaching was peculiar from government schools.

### **7.3 LIMITATIONS OF THE STUDY**

This study looks into discriminatory practises in Odisha's educational system. The blocks investigated in Odisha's Bargarh district are Bargarh, Barpali, Bijepur, Gaisilat, Jharbandh, and Rajborasambar. Due to the limited period of the course, other blocks in the district were excluded from the current analysis.

### **7.4. RECOMMENDATIONS**

1. To remove discrimination in the school education system, the government should implement proper checks and balances to increase the efficiency of public schools.
2. In order to discover any discrimination in Odisha, the government should also maintain a strict eye on the operation of the educational system. To promote quality learning in Odisha's education system, uniformity is required in terms of syllabus, schooling style, faculty remuneration, infrastructure, instructional materials, teaching methodologies, and good evaluation and implementation of the RTE Act 2009.
3. The government should also monitor the operation of private schools and establish precise guidelines to coordinate their curricula, teachers, and facilities.
4. A special committee of educators should be constituted to evaluate both the private and public school education systems in order to reduce the gap between them.

## 7.5. CONCLUSION

As discussed above, the study has made an attempt to analyse of the discriminatory School education system in Odisha. The Indian Constitution carries the values and esteem of independence, equality, brotherhood, and justice as a "democratic socialism". With several meaningful and planned intervention initiatives to support this new culture; education promotes a role to play of shifting trends. The study inquired as to why they are unable to send their children to private schools, despite the fact that most urban parents claim that the cost of education is hugely expensive, and that parents in rural areas simply claim that private schools are not available in their area. The current educational system is concerned with purchasing power capacity because those with higher purchasing power capacity for private education for their children and those with lower purchasing power for public education for their children are the subjects of the study. Many teachers claim that their children attend a private school and that the school is among the best in the region. They did not enrol their children in government schools because they believed that these institutions could not deliver a quality education. They believe that the government school does not adequately provide for numerous things such as language, direction, and preparation, among others. The government of Odisha's Mo school Abhiyan and 5T efforts have resulted in a large number of government schools with robust infrastructures. In Odisha, the government has decided to open a new OAVS or Model School. To safeguard quality learning, India's education system obliges uniformity in terms of syllabus, schooling style, instructional materials, and teaching pedagogies. Different boards result in unequal status among students, as well as rural-urban and rich-poor divides and unequal learning environments in schools. As each person deserves an equal right to access learning opportunities, it is obligatory to deliver an identical and parallel learning pattern to all the pupils of India. One-nation, one-education could eradicate socio-economic disparities in education.

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## **APPENDICES**

# Appendix -1

## Questionnaire for the Students

Schedule No.

**CONFIDENTIAL**  
For Research / Study Purpose Only



### DISCRIMINATORY PRACTICES IN SCHOOL EDUCATION SYSTEM IN ODISHA WITH SPECIAL REFERENCE TO BARGARH DISTRICT, ODISHA

**Name of the Researcher:** Sujit Kumar Luha

**Purpose of the Research:**

1. To explore the nature of discriminatory practices in school education in Odisha
2. To identify the factors responsible for practice of discrimination in school education throughout the country with a particular reference to Odisha.
3. To understand critically the intent and the different way these discriminations are being practiced in government and private schools.
4. To study the main factor responsible for discrimination between private and public schools.

DESCRIPTIVE IDENTIFICATION OF SAMPLE SCHOOL				
STATE	DISTRICT	BLOCK	SCHOOL TYPE	SCHOOL NAME
			<b>GOVERNMENT</b>	
			<b>PRIVATE</b>	

**QUESTIONNAIRE FOR STUDENTS**

**GENERAL INFORMATION**

1. Name of the Student: .....
2. Age:.....
3. Parent Name:.....
4. Area of permanent Residence: a. Rural      b. Semi Urban      c. Urban      d. Other
5. Father's/ Parent's Educational Qualification:
  - a) Illiterate
  - b) Below Primary
  - c) Primary
  - d) Secondary
  - e) Higher Secondary
  - f) Graduation
  - g) Above Graduation
  - h) Other:
6. Father's/ Parent's Occupation .....
7. Father's/ Parent's Income per month (Rs.).....
8. Standard in which he is studying:    VIII-1,    IX-2,    X-3,  
  -
9. How many students are there in your class?\_\_\_\_\_
10. How many of them belong to your social category?\_\_\_\_\_
11. In which row do you sit in the class?
  - a. First Row                                  2.Second Row    3.Third/Last Row
12. Sex(Tick) :a. Male                      b. Female                      c. Transgender
13. Category(Tick):a.SC                      b.ST                      c. OBC d. GENERAL
10. Caste/Sub-Caste:.....

11. Religion :( Tick): a. Hindu b. Muslim c. Christian and. Others

12. Where do you stay?

1. With family,
2. Hostel,
3. With relatives,
4. Rented house alone,
5. Rented house with friends

## A. INFORMATION RELATING TO SCHOOL

13. Name of the School:

.....

12. Locality of the School :a. Urban    b. Rural      c. Semi Urban

13. Address of the School:

14. Type of the School: a. Central Government b. State Government c. Private

15. Which syllabus does your School follow?

1. SCERT          2. NCERT

16. Which language uses while teachers are teaching? .....

17. How much school fees are you paying per annum? .....

18. What influences you to study in this school (Give no. preference wise)

Sl. No.	Reasons	Preferences
1	Suggested Siblings/Cousin	By
2	Less Fee structure	
3	Good Infrastructure	
4	Education Quality Is Good	
5	Near To Your Place	
6	Regular Classes	
7	Medium of instruction is in my mother tongue	
8	Seat Easily Available	
9.	Parents	

19. How far is the school from your present address?( Km)\_\_\_\_\_

20. Which mode of transport do you use to go to school?

- i) Walk
- ii) Cycle

iii) School Bus

iv) Scooter /Motorcycle

v).Private Bus

vi). Other (Please Specify).....

21. Mother Tongue:\_\_\_\_\_

22. Which language do you speak at home?

1. Mother tongue specified above

2. Other (Please Specify).....

21. Does anyone know English at home? 1.Yes 2.No

22. If yes, then who? .....

23. Did you face any difficulty in taking admission in this school? 1.Yes 2.No

24. If yes, what difficulties did you face?

.....  
.....

25. When school closes for Covid - 19, school have organized online class for student?

1.Yes 2.No

26. If no, what difficulties did you face? .....

27. Which Teaching Learning Material do teachers use while teaching?

Sl.No	Material used	1. Yes 2. No
1	Blackboard	
2	Chart/Map	
3	Whiteboard	
4	Globe	
5	Science Model	
6	Power Point	
7	Science equipment's	
8	Smart Class Teaching Techniques	
9	Speaker/Video	
10	Other(Please Specify)	



## **B. SCHOOL TOILETS AND DRINKING WATER FACILITY**

28. Do you have toilets in your school? 1. Yes 2.No
29. If yes, is it suitable for use? 1.Yes 2.No
30. If yes, are you allowed to use it? 1.Yes 2.No
31. Who cleans the toilets in the school?
32. Who cleans the class rooms and School premises?.....
33. Do you have drinking water facility in your school? 1.Yes 2 No
34. If yes, then where is it?
- a. Water tank
  - b. Water Pot
  - c. Borewell / Hand pump
  - d. Other(Please Specify).....

## **C. LIBRARY AND COMPUTER FACILITY**

33. Does your school have a library? 1.Yes 2.No
34. Do you go to the library regularly? 1. Yes 2.No
35. How many times do you go to the library?
- i. Always 2.Manytimes 3.Rarely 4.Don'tknow
36. What do you read the most in the library?
- i. Books related to Syllabus
  - ii. Monthly magazines
  - iii. Reasoning books
  - iv. Newspaper
  - v. Novels
  - vi. Other (Please Specify).....
37. Are there computer facilities for students in your school? 1Yes 2.No
38. If yes, do you use the computer? 1. Yes 2.No 3.We don't have permission to use
39. If yes, then how many times a month does you use it?

**D, CLASS PARTICIPATION**

- 40. Do your teachers take class every day? 1.Yes 2.No
- 41. Do your teachers come to class every day? 1.Yes 2.No
- 42. Do you face any difficulties in understanding what is being taught in the class? 1.Yes 2.No
- 43. If yes, then in which subjects do you face difficulties?
- 44. If yes, what are the reasons for not understanding? (Mark wherever applicable)

- i. Subject is difficult
- ii. Doesn't teach properly
- iii. Teacher uses hard language
- iv. Lot of Chaos/disturbance in the classroom
- v. Teach in English
- vi. Can't give any specific reason
- vii. Others (Please specify).....

- 45. Do you ask question in the class? 1. Yes 2.No
- 46. Do you answer the questions asked by the teachers? 1.Yes 2.No
- 47. What are the reasons for not giving answer?

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- 48. Do you go to your teachers to get guidance/suggestions?
  - a. Most of the time
  - b. Sometimes
  - c. Never/don't go
  - d. Don't feel like going

- 49. Do you face any difficulties in understanding what is being taught by teachers? 1.Yes 2.No

50. When you don't understand do you ask the teacher to re-explain? 1.Yes2.No

51. If yes, do your teachers always explain/help you again? 1.Yes2.No

52. Reason for not asking questions in the class?

- a. You are afraid to ask the questions
- b. You feel teacher will not listen to you
- c. Other reasons (Please specify).....

**E. PRIVATE TUTIONS:**

53. Were you going to private tuitions last year? 1.Yes2.No

54. If yes. For how many months were you attending those tuitions? \_\_\_\_\_ month

55. How much fees were they taking every month? \_\_\_\_\_Rs. per month

56. If no, do you feel the need for private tuitions? 1.Yes 2.No

57. What are the reasons for not going to private tuitions?

---

---

58. How much time do you spend on daily activities?

**F. EDUCATIONAL PROVISIONS/SCHOLARSHIP:**

59. Do you have information about different social schemes and scholarship for SC/ST students? 1.Yes, 2.No, 3.Don't know/NA

60. If yes, have you ever before availed any government schemes and facilities?.....

Signature of the Interviewer  
Date:

Signature of the Respondent  
Date:

## Appendix 2

### QUESTIONNAIRE FOR HEAD OF THE INSTITUTE

#### A. Respondent Detail

Name:

Designation:

Year of Experience:

Nature of appointment; Full time /Adhoc/Temporary:

Gender: Male /Female

#### B. Details about the School

a. Name of the school:

b. Affiliating Board :

c. Year of Establishment:

d. Address of the school :

e. Type of school: i) Private ii. Government iii) any other (please mention)

f. Location: (i) Rural (ii) Urban (iii) Semi Urban

g. Name of the Headmaster /Principal:

h. What is the minimum and maximum salary of a teacher for your school?.....

i. Total Number of student as on 2020-21

Category	Boys	Girls	Total
General			
ST			
SC			
OBC			
Others			

1. You belong to which Social Category?

1. SC 2.ST 3.OBC 4.General 5.Other (Plasespecify).....

2. Please specify your subcaste:\_\_\_\_\_

3. Which religion does your family follow?

1. Hindu
2. Muslim
3. Christian
4. Sikh
5. Buddhist
6. Tribal religion
7. Other (Please Specify)

4. Do Scheduled Caste (SC) category students ask questions in the class? 1. Yes 2.No

5. If no, then why do you think they don't ask questions?

---

6. Which syllabus does your School follow?

1. SCERT
2. NCERT

7. Which Category student asks most questions in the class?

1. General
- 2.OBC
- 3.ST
- 4.SC

8. Do students attend class regularly?

1. Yes
- 2.No

9. When school closes for Covid - 19, school have organized online class for student?

1. Yes
2. No

10. how much student avail the online class

- 1, Average no of Student
2. Minimum no of Student
3. Maximum no of Student

11. Do students come for guidance or suggestions outside the class?

1. Yes
- 2.No

12. Students belonging to which category frequently comes for guidance?

1. General
- 2.OBC
- 3.ST
- 4.SC

13. Do students participate in class discussions?  
1. Rarely, 2. not at all, 3. Frequently
14. Do the students participate in extra- curricular activities? 1.Yes 2.No
15. If yes, do they get prizes? 1.Yes 2.No
16. Name few extracurricular activities in which more SC students participate?
1. Singing 2.Dance  
3.Elocution 4.Debate  
5. Drama 6.Other (Please Specify)
17. Do you have a slow learner in your class? 1. Yes 2.No
18. If yes, to which category do he/ she belong?
1. General 3.SC  
2. OBC 4.ST
19. Do students attend library class? 1. Yes 2.No
20. What do students read the most in the library?
1. Books related to Syllabus  
2. Monthly magazines  
3. Reasoning books  
4. Newspaper  
5. Novels  
6. Other (Please Specify)
21. Do students come to library in the free time?  
1. Yes 2.No
22. Do students concentrate while reading books or enjoy reading?  
1. Yes 2.No

23. What is pattern of seating arrangement in the class?

1. Girls and boy sit together
2. Girls and boys sit separate
3. Other(Please specify..... )

24. Do students participate in sport?

1. Yes
- 2.No

25. Did students ever get an important position in your team/game? E.g. Captain/Leader etc.

1. Yes
- 2.No

26. Do students like gardening, Artwork/craftwork?

1. Yes
- 2.No

27. Do students go to educational trips?

1. Yes
- 2.No

28. If No, then Why?

- a. They didn't have money
- b. Their parents did not give permission
- c. They were not well
- d. Because of work at home
- e. Not organize by the school
- f. Other(Please Specify )

29. Do you think your school

practices the provision of 25%

reservation for SC students in RTE

Act? 1. Yes 2.No

30. If not, they why?

.....  
.....

31. If yes, then what are the facilities they getting from school or government?

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Concession in tuition fee  | 2.Scholarship                   |
| 3. Free textbooks/ literature | 4.Mid-daymeal                   |
| 5. Free uniform               | 6..Cycle/Bus pass               |
| 8.Other (Please specify)      | 7.Free guidance and empowerment |

Signature of the Interviewer  
Respondent  
Date:

Signature of the  
Date: