INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & MANAGEMENT

Ijesm

Consulting, help, relaxation

COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE ELEMENTARY EDUCATION SYSTEM REGARDING MUSHROOMING OF TECHNICAL EDUCATION WITH SPECIAL REFERENCE TO ODISHA, INDIA

Gopal Behera[*1], Sarat Kumar Sahoo[2] & Nirmal Chandra Dash[3]
[*1] Department of Education Budhapal College Budhapal, Angul Odisha, India
[2] GOP College, Gop, Puri, Odisha, India
[3] Jawaharlal college Patnagarh, Bolangir, India

ABSTRACT

Mushrooming engineering colleges in India have outpaced the number of students they can take in. At present there are nearly 14 lakh seats available in India in 3500 engineering colleges. Nearly 1, 40,000 to 1, 68,000 seats are remaining vacated which contributes approximately 10% to 12% of the seats. The absence of enough eligible students is only one part of the problem. Efforts to address it by lowering the eligibility criteria have only compounded the other, larger problem - that of quality. In a span of three years, the number of engineering colleges doubled from 1,668 in 2007-08 to 3,241 till 2010-11, and the seats from 6.5 lakh to over 14 lakh. An estimated 1 lakh seats have been added for 2011-12, with 281 new colleges approved so far. As per The All India Council for Technical Education (AICTE) it cannot turn down a proposal to open an engineering college, since every individual or trust has got right to open professional institute, This though doesn't seem to be an appropriate solution but still every citizen in India has to think how to come up with a new method to provide quality technical education to the society and generate quality technocrats. Odisha has got some government colleges, one private university; some deemed universities and remaining are private engineering colleges. The state of Odisha has become a part and partial to this effect with nearly more than 100 engineering colleges with approximately 40% of the seats remaining vacated. Though some of the seats are filled in the 3rd semester by lateral entries but still lot of seats are still remaining unedited. Every year 10 to 12 nos. of new engineering colleges are coming up and the situation is worsening day by day. At one point of time, private engineering colleges were being established at a rapid rate. All of a sudden this sudden mushrooming spelled doom for the educational scenario which was to affect the job market, as there was a doubt whether India could generate that many jobs for the upcoming engineers. But there are good points to this also. Like now a student can still get their degree and stay near their home. This obviously is a boon for the parents who can get to see their children at the end of the day. But the question is do these engineering colleges have the right infrastructure to teach the students. Different students have different experience and perception of these private engineering colleges, but no definite answer has been reached, as to how good are these colleges. Just good teachers won't do the needful, proper materials to give hands-on – training is also required to improve in general. Now we can only cross our fingers and hope for the best that the students do not suffer in the long run.

INTRODUCTION

The elementary (Commonly known as primary) educational system across the globe has altogether a different phenomena if the education system of those developed countries are compared to Indian primary education system. Unfortunately, however, educational vouchers have been mooted out by the Ministry of Human Resources and Development from the Approach Paper on the five year plan on the premise that there is very little evidence to prove their success, despite the fact that voucher systems have already been successfully established within eleven countries across the world as diverse as Chile, The Ivory Coast, Sweden, USA, Denmark, Czech Republic and UK. In some countries, such as the Netherlands, these have been universal voucher programs where irrespective of their parents' income every child receives a voucher in the mailbox on their fifth birthday. Other countries have had targeted vouchers restricted to special disadvantaged groups like the African Americans in Milwaukee, USA or low-income parents in other countries. Regardless of how these voucher systems have been set up, in all cases a higher level of satisfaction among children, parents and teachers in schools have been met. Despite this success, the Ministry of India is never the less unwilling to test the feasibility of the concept even as a pilot due to the fact that it would direct public money to private schools. Although government schools are necessary for achieving universal education because they cater to the poorest children, a voucher system benefits the poorest and expands their set of choices, thus straying from the philosophical issue of public versus private forms of provision and focusing instead on working towards efficient policies which can benefit the weakest sections of society. Regardless of the voucher system, however, more than

3/4th of the government school teachers and parents and 82% of the private school managers and principals agreed within James Trolley's study that parents must have a say in the management of government schools in order to improve the state of education, reinforcing the claim for a decentralized education system where teachers and schools are accountable to parents as opposed to education officers. Although the Indian government has tried to facilitate this in the Right to Education Bill through forming Village Education Committees which give equal representation to parents, this is only a voice entitled to them by the government and not necessarily a voice that will be acted upon. Education Vouchers on the other hand, ensure parents the opportunity to assert themselves in the management of the school through exit, choosing a better school over the badly performing one and voice, having a say in the improvement of the school. Due to the fact that schools would receive funds through the number of students they can retain, the schools would have to ensure that their students are learning and performing well. If the school fails in this objective, the parent may choose to send their child to a better one. This would act as an incentive for the school to keep a check on the dropout rates by increasing teacher attendance, overall performance, and superior material management, thus ultimately funding students as opposed to schools in such a way that money would follow the student to whichever school he or she ultimately chooses. Since the way government is acting upon such a concept in a very slow rate private education system is mushrooming across India in such a manner that the government schools are being hidden under their influence. Even if the poor parents are in a psychology that private

schools provide better education to the children though they charge hefty school fees and parents are managing themselves to pay.

Corresponding Author*
Email-

Orissa University of Agriculture and Technology (OUAT) was established in Bhubaneswar, Odisha, India in 1962. It is the second oldest agricultural university in the country. It is dedicated to agriculture related research, extension and education.At present, the University has 8 constituent colleges. The University has separate wings for research, extension services and planning, monitoring & evaluation, etc
The Director of Technical Education and Training, Odisha impart Diploma Education and Industrial Training in Various Disciplines in Engineering & Non-Engineering trades of this state for ongoing students and Post Diploma Practical Training for passed out students, to look after the training & placement opportunities for the passed out students, to use infrastructure facilities and resources for community development, and to conduct different research & development activities for promoting quality of teaching and technical education.

Universalisation of Elementary Education
Keeping in view the need for Universalisation of Elementary Education, there has been expansion at Primary and Upper Primary School stage of education, in the Government sector, especially in rural areas as well as backward areas.

Status of Elementary Education in the State :
• In Orissa there are 35928 Primary and 20427 Upper Primary schools to provide education at elementary level. More 491 New Primary and 490 New Upper Primary schools opened under SSA to provide schooling in unserved areas.
• 66 lakh children of 6 to 14 years age group are in-school, out of which 12 lakh are SC and 17 lakh are ST.
• 1.87 lakh children of 6 to 14 years age group are out-of-school from which 0.3 lakh are from SC and 0.9 lakh are from ST community. Out of them 56,995 Children were admitted to regular existing & New Schools under Enrolment Drive in districts.
Further to improve access to Elementary Education and to achieve 100% enrolment, Government have relaxed the norm for opening of new primary schools as follows:
• In KBK districts and Tribal Sub Plan areas new primary schools will be opened in habitations having at least 25 children in the 6 - 14 years age group provided there is no primary school within one KM of such habitations.
• In all the districts the distance norm for opening of new primary and new upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc.
There are 218 Minority and Mission Managed Primary Schools, wherein 599 teachers are receiving grant-in-aid from the Government. Besides, Oriya Medium Schools functioning in the neighbouring States are also being provided with financial assistance from Government of Orissa.

Data Description and Source
There are 691 numbers of privately managed, aided, Upper Primary Schools in the State. To man these schools, 1568 teaching and non-teaching staff are receiving grant-in-aid. Government is providing GIA (Block Grant) to the 867 eligible Upper Primary (ME) Schools as per the provision laid down in OE Act 1969 and Orissa Education Payment of GIA Order 2004.

Free Text Books have been supplied to all the block points to be distributed to all students in the elementary level (Govt. & Aided) including Class-VIII in the year 2010-11. Free text books have also been supplied to the Odia students residing in outside States such as Andra Pradhesh, Gujarat, Jharkhand, West Bengal and Maharastra. Free Urdu Text Books have been supplied to students reading in Govt. and Govt. Aided Madrasas.

•   14089 nos. of Sikshya Sahayaks who have completed 6 years of continuous of service have been regularized as Primary school teachers under Zilla Parishad.

•   Government has decided to extend the benefit of Block Grant to the Teaching staff of Madrasa at primary level.

•   Previously a neglected aspect of the state, which was not a focus of the Indian government, education in Odisha is witnessing a rapid transformation. Its capital city, Bhubaneswar, is emerging as a knowledge hub in India with several new public and private universities, including the establishment of an Indian Institute of Technology after five decades of demand, one of India's new National Universities by the government, as well as Vedanta University, one of the world's largest private universities.

•   Odisha has fared reasonably well in terms of literacy rates. The overall literacy rate according to Census 2011 is 73.5%, which is marginally behind of the national average of 74.04%

•   The Indian Institute of Technology, Bhubaneswar is the third and one of the largest of eight new Indian Institutes of Technology established by the MHRD, Government of India in 2008–2009.[15] A total of 935 acres (3.78 km2) of land has been allocated at Arugul towards the self-contained campus for 10,000 students and

1,100 faculty, making it the second largest of all IITs after the one at Kharagpur, and largest IIT in any metropolitan location.

•   As of 2009, there are undergraduate programs leading to B. Tech degrees in civil engineering, electrical engineering, and mechanical engineering. Postgraduate students are being admitted into the M. Tech and PhD programs.

EDUCATION

The university aims to provide quality education in agricultural science and technology.The university offers following degrees: B.Sc.(Ag), M.Sc.(Ag), B.Sc. (Forestry),B.V.Sc.& A.H.,M.V.Sc.,B.Tech., M.Tech.,B.Sc.(Home.Sc.),B.F.Sc.,M.F.Sc.,+2 Science, B.Sc.(Pass & Hons),MBA (Agribusiness Management), MCA., M.Sc. (MicroBiology), M.Sc. (Bioinformatics) and Ph.D. in some of the selected branches.

In the pace of the decades the University has grown with eight colleges and one Centre for Post-Graduate studies with annual intake capacity of 1342 students. The latest college was the College of Horticulture in Chipilima. A ninth college is scheduled to open in Bhawanipatna in 2010. The colleges are:

•College of Agriculture, Bhubaneswar
•College of Agriculture, Chiplima, Sambalpur
•College of Agriculture, Bhawanipatna (started in 2009)
•College of Forestry, Bhubaneswar (started in 2010)
•College of Horticulture, Chipilima, Sambalpur
•College of Veterinary Science & Animal Husbandry, Bhubaneswar
•College of Agricultural Engineering & Technology (CAET), Bhubaneswar
•College of Fisheries, Rangeilunda, Berhampur
•College of Basic Science and Humanities Bhubaneswar

•College of Home Science, Bhubaneswar
•Center for Post-Graduate Studies, Bhubaneswar
Efforts were successful to upgrade the Department of Forestry to a College of Forestry in Bhubaneswar and this change was done on 8th, June 2010.

The University has become the Alumnae of 12,934 graduates, 3,883 post-graduates and 213 Ph.Ds. in Agriculture and allied disciplines by the end of 2005-06. Thus, the University could meet the bulk need of the trained manpower of the State in agriculture and allied sectors.

One of the most fundamental aspects of a productive and harmonious society is its education system. Yet even in some of the most developed nations, education is in crisis as governments prioritize expenditures on less constructive social institutions. In these Social Innovation Conversations educational podcasts, experts talk about problems and their solutions concerning a wide range of education-related issues all over the globe. Learn how the public and private sectors are working together to spur innovation inside and outside of schools, stimulate educational excellence, and help children and adults from all cultures, walks of life, and economic levels to thrive. Teaching is one of the most demanding and rewarding callings there is. So agree teachers and teacher advancement experts in this panel discussion. Speaking at the GS|SU Global Education Conference at Stanford, panelists talk about what their organizations are doing to support teachers, and the most successful efforts and investments aimed at recruiting, strengthening, and retaining our teacher corps. When minority students are given subtle attitude-changing strategies to encourage a sense of belonging, their GPA goes up, the achievement gap goes down, and they report better health and well-being. That was the conclusion of a study co-led by

Greg Walton and discussed in this university podcast. The results suggest that social belonging is a psychological lever where targeted intervention can have broad consequences that lessen inequalities in achievement and health. Walton spoke at the Stanford Prosocial Briefing. Colleges and universities need an alternative to traditional data systems so that they may better manage their student prospects and information. In this Stanford university podcast, Matthew Schnittman, president of TopSchool, talks about the organization's new online software that features the latest innovations in student management software. He spoke at the Global Education Conference at Stanford.

LITERACY
Although 10 years of primary education is mandatory in Odisha, the literacy rate is only 73.5%, which is marginally behind of the national average of 74.04%.The government of India has undertaken steps to improve women's literacy in the tribal pockets in the state and elsewhere in India. Male literacy is 75.95% and female literacy is 50.97%.Among the districts, Malkangiri has the lowest literacy rate of 31.26%. Among the women, lowest literacy level is in Nabrangpur district, at 21.02%, and Malkangiri district at 21.28%.Khurda district which includes Bhubaneswar city, has the highest literacy of 80.19%. This district also has the highest female literacy of 71.06%. The high literacy figures of Khurda district is certainly influenced by the inclusion of the state capital in the statistics. Next to Khurda comes Jagatsinghpur district with 79.61% literates. The literacy level in Orissa at 63.61% is comparable with all-India average of 65.38%. However, there are considerable regional disparities between areas, and communities. Non-formal and adult literacy programs are run in various districts and are at different stages of implementation. Out of 30 districts, 9 are

continuing total literacy campaign [TLC]. 10 districts are either continuing or awaiting approval of post literacy program [PLP]. 11 districts have completed PLP, and some of them have received sanction for Continuing Education Program. The State Government is committed to the Universalisation of Elementary Education in the State with the aim of fulfilling the constitutional obligation with the assistance of Central Government.

ELEMENTARY EDUCATION

BHUBANESWAR: The city-based National Institute of Science Education and Research (NISER) will give fillip to quality research in pure sciences as a centre of excellence and contribute its share towards making the Capital a `nucleus of educational hub'. While inaugurating the new academic building of the institute at its `transit campus' on the premises of Institute of Physics (IoP) here today, Chief Minister Naveen Patnaik said not only the city, but the transformation of the State as a `regional education hotspot' will soon be realised with the opening of full-fledged campuses of IIT, IIIT, Central University, Unitary University for Engineering, Burla, National Law School (University) and two proposed engineering colleges at Berhampur and Balangir. Apart from the Government initiatives many other organisations and bodies are also evincing interest to set up institutes here, he said adding ``the Government is committed to support every venture with equal enthusiasm that enabled NISER to have its 300 acres of land near Jatni `free-of-cost', a three-acre plot near IoP for its city centre and 44 apartments in the New Government Colony near Sainik School for the accommodation of students and faculty members''. ``The State Government will also provide basic infrastructure to the main campus soon'', Patnaik added. Higher Education Secretary Madhu Sudan Padhi said the eligibility test

for NISER has become so popular that this year out of 16,000 applicants 12,000 wrote the exam for only 52 seats, adding this also tells a lot about its `brand image'. NISER Director Prof. TK Chandrasekhar said the institute with its third batch of students will soon start Ph.D. programmes and have its complete campus ready by 2013. Member, board of governors, Prof. J. Maharana said with its unique integrated M.Sc. programme, the students of NISER will have an edge over others as they get the exposure to all branches of pure science in the first year and later specialise with their choicest subjects to acquire a scientific knowledge `based on totality'. Registrar RK Naik also spoke

CONCLUSION

It provides leadership in assuring quality and in stimulating innovation in technical education and vocational training sector in the State in its way through vigorous pursuits of industry-academia interface and achieving excellence in the delivery of technical education and training and the resulting output. Serve the public through the promotion and advancement of technical education and vocational training, establish and operationalise policies, regulations and procedures for setting and maintaining standards and quality of technical education and training and advising the Government on the strategic development of the sector:-
Upgrade technical institutes into Centers of Excellence of world standard through user friendly course curricula.Promote quality and innovation in technical education and training sector.Assist technical institutions to achieve and maintain high quality of education and training.Consult and assist in the development and advancement of technical education and vocational training in the state in a financially self-sustaining manner.Anticipate and prepare for the changing environment and the future needs in the pursuits of technological

advancementsManage the operation and resources to be effective and fiscally responsible.Substantial growth of technical education and training sector with quality to match the national average

The Odisha state legislative assembly (Vidhan Sabha) will be formulating a Private Universities Act to facilitate the growth of private universities such as Vedanta University, Sri Sri University. The higher education department of the state will draft the bill, which will be referred to the law department, before being placed in the assembly. This bill would guarantee the fiscal and administrative autonomy for private institutions. Keeping in view the need for Universalisation of Elementary Education, there has been expansion at Primary and Upper Primary School stage of education, in the Government sector, especially in rural areas as well as backward areas. Status of Elementary Education in the State : In Orissa there are 35928 Primary and 20427 Upper Primary schools to provide education at elementary level. More 491 New Primary and 490 New Upper Primary schools opened under SSA to provide schooling in unserved areas. • 66 lakh children of 6 to 14 years age group are in-school, out of which 12 lakh are SC and 17 lakh are ST. • 1.87 lakh children of 6 to 14 years age group are out-of-school from which 0.3 lakh are from SC and 0.9 lakh are from ST community. Out of them 56,995 Children were admitted to regular existing & New Schools under Enrolment Drive in districts. Further to improve access to Elementary Education and to achieve 100% enrolment, Government have relaxed the norm for opening of new primary schools as follows: • In KBK districts and Tribal Sub Plan areas new primary schools will be opened in habitations having at least 25 children in the 6 - 14 years age group provided there is no primary school within

one KM of such habitations. • In all the districts the distance norm for opening of new primary and new upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc. There are 218 Minority and Mission Managed Primary Schools, wherein 599 teachers are receiving grant-in-aid from the Government. Besides, Oriya Medium Schools . ==Secondary Education==There are 6193 Govt. and aided Secondary Schools, 849 Recognized High Schools and 151 permitted High Schools in the State. • As per the GIA Rules, 2004, 1981 private High Schools have been notified to receive block grant. • 1375 nos. of Contract Teachers has been engaged against the 3210 posts advertised. • Contract teachers of High Schools have been allowed the minimum basic pay of their respective regular scale in Revised Scale of Pay 2008. • Government have approved 799 candidates as non-teaching staff under the Rehabilitation Assistance Scheme in the year 2010. • Computer Literacy is being popularized in High Schools. Board of Secondary Education has included computer learning as an optional subject in the curriculum for Secondary schools. A) Rastriya Madhyamik Shiksha Abhiyan (RMSA) : RMSA is a national flagship programme initiated in 2009-10 to universalise Secondary Education by making good quality education available, accessible and affordable to all children within the age group of 14 – 18 years with strong focus on the elements of gender, equity & justice. 'Objectives' • To provide secondary school within 5 K.M. and higher secondary school within 7-10 K.M. of every habitation. • Gross Enrolment Ratio (GER) of 75% for class-IX & X within five years (by 2013-14). • Universal Access to Secondary Education (SE) by 2017. • Universal Retention by 2020. • Access to Secondary Education (SE) for all

disadvantaged group of children. • To improve quality of education resulting in enhanced intellectual, social and cultural learning. 'Action Taken' • Annual Work Plan for 2010-11 and Perspective Plan for 5 years submitted to GoI. • PAB approved for 2009 – 10 Rs.207.18 crores and for 2010-11 Rs 507.92 crore.

•Rs.3.00croresreleasedbyGoIfor"Preparatory Activities"suchasStrengtheningStateandDist rictoffices.StrengtheningmanpowOrganising training/workshop/SEMISetc.Rs71.40 croresreleasedbyGOI for " Project Activities "such as :-Civil works for newschool.MMER(Management Monitoring Evaluation & Research which is being released to all the 30 districts. Data collection, data entry and analysis of "Secondary Education Management Information System" (SEMIS), 2009-10 is completed & is under verification by the Inspector of Schools

REFERENCES

[1] PP Bahuguna, Faculty Crunch in Technical Institutes in India and Possible Solutions, Indian School of Mines, Dhanbad.

[2] Colin V. Palmer Collaboration: the pathway to a brighter future for public education, 2006 , Colin Palmer Publications

[3] Afza noor, Higher education and mushrooming of management institutions – issues and challenges, 2012, abhinav, volume no.1, issue no.11

[4] 'Need to put a check on *mushrooming technical institutes***:** *www.expressindia.com/...mushroomi ng-technical-institutes /482389/*Cached 29 Jun 2009

[5] Kalpana Vedmitra, Samata Dhruv, Prof. Ravindra Kumar, Urmila Raj, Technical Education Institutions And BT Marketing Strategies, 2012, Arth

Prabhand: A Journal of Economics and Management Vol.1 Issue

[6] Dhruv Samata, Kalpana Vedmitra & Ravindra Kumar (2012), "Menace of Class Bunking Behavior and Educational Wastage: Points to Ponder", International Journal of Business and Management Tomorrow ISSN: 2249-9962, Volume 2, Issue 10, October

[7] Hoyer WD & Brown, SP (1990).Effects of brand awareness on choice for a common, repeat-purchase product. Journal of Consumer Research, 17, pp.141-148.

[8] Keller KL (1993). Conceptualizing, measuring, and managing customer-based brand equity. Journal of Marketing, 57, pp.1-22.

[9] Kotler, Philip (1973), "The Major Tasks of Marketing Management," Journal of Marketing, 37 (October), pp.42-49.

[10]   Kotler Philip, Kevin Lane Keller, Abraham Koshy & Mithileshwar Jha (2007), Marketing Management: A South Asian Perspective, Pearson India, Delhi

[11]   Kumar, Ravindra (2003), Excellence in Higher Education: Points to Ponder, University News, A Weekly Journal of Higher Education, Vol. 41, No. 41, October, pp.8-11.

[12]   Kumar, Ravindra (2004), Privatization of Higher Education and Regulatory Mechanisms, University News, A Weekly Journal of Higher Education, Special Issue, Vol. 42, No. 07, February, pp.98-101.

[13]   Kumar, Ravindra and Kalpana Vedmitra (2004), Improving Quality of Higher Education: Autonomy to Colleges, What Next?,

University News, A Weekly Journal of Higher Education, Vol. 42, No. 18, May, pp.5-10.

[14]   Kumar, Ravindra, Kalpana Vedmitra and Samata Dhruv (2006), Indian Higher Education: Need for a Paradigm Shift, The Journal of Indian Management & Strategy (JIMS 8M), Vol. 11, No. 3, July-September, pp.41-45.

[15]   Shama, Avraham (1978), "Management and Consumers in an Era of Stagflation," Journal of Marketing (July), pp.43-52.

[16]   Vedmitra Kalpana, Samata Dhruv, & Ravindra Kumar (2012), "B-Schools: The Paradox of Rating Systems", Radix International Journal of Research in Marketing (ISSN: 2250– 3986), Volume 1, Issue 10, October, pp.41-57.

[17]   Phillipson, Bob. Low-cost Private Education: Impacts on Achieving Universal Primary Education. London: Commonwealth Secretariat, 2008. Print.

[18]   Rothermund, Dietmar. India: the Rise of an Asian Giant. New Haven Conn.: Yale UP, 2008. Print.

[19]   Center for Civil Society." :Welcome to Centre for Civil Society (CCS): Web. 31 Aug. 2011.

[20]   Phillipson, Bob. Low-cost Private Education: Impacts on Achieving Universal Primary Education. London: Commonwealth Secretariat, 2008. Print.

[21]   Kingdon, Geeta. Oxford Policy Institute. A Political Economy of Education in India: The Case of Uttar Pradesh, Sept. 2008. Web. 31 Aug. 2011.

[22]   Phillipson, Bob. Low-cost Private Education: Impacts on Achieving Universal Primary Education. London: Commonwealth Secretariat, 2008. Print.

[23]   TILAK, JANDHYALA. "Public Subsidies in Education in India." Special Articles. 24 Jan. 2004. Web. 31 Aug. 2011.

[24]   Josephine, Yazali. "SCHOOL EFFICIENCY AND POLICY OF RESOURCE PLANNING A PILOT STUDY ON MYSORE HIGH SCHOOLS." 1-64. Educational Administration Unit National Institute of Educational Planning and Administration.

[25]   Center for Civil Society." ::Welcome to Centre for Civil Society (CCS): Web. 31 Aug. 2011.

[26]   BUTLER: Learning from Sweden's School Voucher Success - Washington Times." Washington Times - Politics,Breaking News, US and World News. Web. 05 Sept. 2011.

[27]   Babu, J. Ravindra. Universalisation of Elementary Education a Study of District Primary Education Programme from South India. Newcastle upon Tyne: Cambridge Scholars, 2009. Print.

[28]   "Poverty in Remote Rural Areas in India: Pattern, Processes of Reproduction, and Policy Imperatives" (PDF). Understanding and addressing spatial poverty traps: an international workshop (Stellenboch, South Africa: Chronic Poverty Research Centre & Overseas Development Institute). 03-2006.

[29]   "Odisha to be recognized as hub of higher education".

[30]   [a] [b] Bina Kumari Sarma (28 March 2007). "Development of modern education in India: an empirical study of Odisha

[31]   "Odisha may get 3 more educational institutes". 25 June

[32]   "Chronic Poverty and Remote Rural Areas in Eastern India". Conference on Experiences of Combining Qualitative and Quantitative Methods in Poverty Appraisal

[33]   "Conceptualising social exclusion in the context of India's poorest regions: a contribution to the quantitative-qualitative debate" (PDF). Conference on Experiences of Combining Qualitative and Quantitative Methods in Poverty Appraisal. May 2004.

[34]   India: Private Colleges Fill A Void" (PDF). 28 March 2007.

[35]   "Odisha to formulate new Act for Private Universities". 21 September 2006

[36]   http://www.orissa2020.org/orissa-government-engineering-and-medical-colleges

[37]   "Odisha Higher Education Vision 2020 – an unofficial effort".

[38]   "Ministry of Human Resource Development: Education complexes for women in low literacy pockets".

[39]   "Ministry of Human Resource Development: Education complexes for women in low literacy pockets".

[40]   "Patnaik writes to PM, wants IIT/IIM in Odisha". 11 May 2007.

[41]   "NIS/IISER/equivalent must be established in Odisha" (PDF). 20 January 2007.

[42]   Upgradation of Odisha's oldest and finest engineering college 'UCE, Burla' as an IIEST".

[43]   "The IIT story: IIESTs, 3 new IITs on way". 20 January 2007.

[44]   "Neglecting eastern region not good for national integration: Odisha CM". September-2007.

[45]   Centre to blame for starvation". 31 August 2001.

[46]   Ferment in Odisha". July/August 2001.

[47]   "Shocking Reports Of Starvation Deaths". 30 September 2001.

[48]   "KBK Districts".

[49]   "Disparities in national development".

[50]   "Regional Disparity in India: A Comparison Between Pre and Post Reforms Decades" (PDF). New Delhi, India: Institute of Economic Growth.

[51]   "Denying Basic Human Rights to Citizens of Odisha and Bihar" (PDF).

[52]   "Social Policy: Towards Inclusive Institutions" (PDF). World Bank.

[53]   *a b c* "Central institutions and regional disparity". 9 January 2006.

[54]   Denying Basic Human Rights to Citizens of Odisha and Bihar" (PDF). 2005.

[55]   *a b* "Statewise allocation of educational funds by HRD" (PDF). 2005.

[56]   "CM demands setting up of elite institutes". October 2007.

[57]   "Give me an 'Ivy League': CM to Centre". 17 October 2007.

[58]   "Odisha demands well known institutes". The Hindu (Chennai, India). 17 October 2007.

[59]   "Naveen urges PM to open IIT, IIM & IIIT in Odisha". 16 October 2007.

[60]   http://www.dailypioneer.com/268156/Decks-cleared-for-medical-

college-super-speciality-hospital-in-Angul.html

[61]   http://www.orissalinks.com/archives/category/marquee-institutions/bbsr-ctc-puri-area-2/aiims-like-bhubaneswar

[62]   http://www.orissadiary.com/CurrentNews.asp?id=16737

[63]   [ab]http://www.dailypioneer.com/264176/Govt-medical-college-at-Balangir-now-only-option.html

[64]   http://www.orissalinks.com/archives/4625

[65]   http://www.orissalinks.com/archives/3956

[66]   [abc]
http://www.dailypioneer.com/263791/20-acres-land-Rs-10-cr-for-medical-college-at-Keonjhar.html

[67]   Odisha Higher Education Vision 2020 – an unofficial effort".

[68]   "Govt committed to support educational ventures".

[69]   "Odisha to be recognized as hub of higher education".

[70]   "IL&FS-IDC submits final report on IT investment region".

[71]   "IL&FS to prepare DPR for Bhubaneswar ITIR".

[72]   Nirmalya Mukherjee, Business Standard (Mar-19-2007). "Plan to develop Bhubaneswar, Cuttack".

[73]   "Bhubaneswar-Cuttack Urban Complex".

[74]   [b]http://www.orissalinks.com/archives/category/universities/rest-of-orissa/sambalpur-university

[75]   Center for Promoting an Equitable India

[76]   Orissa at the receiving end of MHRD again: Announced for new IIT for Orissa shifted?

[77]   Orissa Watch

[78]   OrissaLinks: Orissa infrastructure links with some commentary

[79]   Universities in Orissa

[80]   Research Institutes in Orissa

[81]   Favouritisms in the 2006–2007 Indian budget

[82]   Towards Inclusive Institutions

[83]   Orissa Higher Education Vision 2020

[84]   educational website complete details about all type of entrance exams

[85]   Last Year Engineering entrance exam papers