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An analysis of key indicators for enhancing school performance: Evidences from Rourkela Municipality and Rourkela Industrial Township, Odisha

Dr. Sarbani Mohanty*

Assistant Professor, Center for Distance and Online Education,Sambalpur University, Jyoti Vihar, Burla, Sambalpur, Odisha

Email – pupamohanty@gmail.com

Abstract

The purpose of this paper is to explore ways to improve school performance by identifying key interventions and analyzing the factors influencing the delivery of education in schools. The study focuses on Rourkela Municipality, which has been selected due to its status as one of the largest urban agglomerations in the state of Odisha." This study employs a combination of descriptive and inferential statistical tools to identify areas requiring improvement. Data has been collected from government publications such as the Census of India (New Delhi), the District Human Development Report (DHDR) Sundergarh, annual reports of Sambalpur University, and the database of the Block Education Office, Rourkela. The parameters have been quantified using indicators to help identify systemic gaps.The study encompasses a series of analyses, including the assessment of socio-economic disparities, disparities in the educational sphere, school capacity, and existing population norms for different levels of schools. The assessment of socio-economic disparities is based on various demographic indicators, providing a comprehensive understanding of inequities affecting educational delivery. The results indicate that there is a lack of qualified permanent teachers in Government schools. This indicates new appointments to be initiated by the State Government. Rourkela being a fastest developing cosmopolitan place abuzz with the malls and multiplexes, can house an international school .

Keywords: Improving school performance, demographic indicators, Bisra community development Block, socio economic disparities

1. INTRODUCTION

Indian school education is categorized into Pre-primary, Primary, Secondary, and High School education. Secondary education serves as a critical bridge between elementary education and higher secondary education. It plays a pivotal role in preparing students for higher education and employment. The school environment encompasses factors such as general sanitation, air quality, noise control, and aesthetic elements like soothing colors. The quality of this environment significantly influences the attitudes of students, teachers, and staff, which in turn impacts the teaching and learning processes. These processes affect educational performance, which ultimately shapes the quality of life in society. Education is fundamental to the success of democracy, fostering transparency in governance. Poverty, the primary obstacle to economic development, can be alleviated through education. However, poverty often prevents a significant portion of the population, particularly in rural and semi-urban areas, from pursuing higher education due to issues of accessibility and economic constraints. A well-structured education system is essential for imparting knowledge and skills that drive positive changes in individual attitudes and awareness of rights and responsibilities. The importance of education was underscored at the UN Millennium Summit in 2000, where it was given high priority. The 2nd Millennium Development Goal (MDG) focuses on achieving Universal Primary Education, with key metrics such as Net Enrolment Rate, elementary education completion rates, and literacy rates for the 15–24 age group (DHDR, Sundergarh, 2015). Education for rural populations is essential to achieving the Education For All (EFA) initiative and the MDG goals, as these aim to eradicate poverty and hunger (United Nations, 2008), ensure universal primary education, eliminate gender inequality, and promote environmental sustainability. Given that rural areas comprise the majority of the uneducated population, making quality education accessible to these regions is

imperative (Sauvageot, 2007). In response to this need, the Directors-General of FAO and UNESCO launched the flagship Education for Rural People (ERP) program in September 2002 during the World Summit on Sustainable Development (FAO, 2008).

School Educational scenario in Odisha

Education in Odisha is undergoing rapid transformation. According to the 2011 Census, the literacy rate in Odisha stands at 73.5%, slightly below the national average of 74.04%. To improve educational access and quality, the state implemented the Right of Children to Free and Compulsory Education (RCFCE) Act in 2009.The RCFCE Act ensures that all children aged 6–14 years have the right to free and compulsory education. It mandates that if there is no school within a 1-kilometer radius of a neighborhood, a new school must be established within three years of the Act's commencement. The Act also prescribes essential guidelines, including the number of school hours, school days, pupil-teacher ratios, and teacher qualifications, to maintain specified education standards.(Source: Department of Administrative Reforms and Public Grievances, https://darpg.gov.in)"

In Odisha, elementary education is supported by 35,928 primary schools and 20,427 upper primary schools. Under the Sarva Shiksha Abhiyan (SSA), an additional 491 primary and 490 upper primary schools have been established in remote areas to improve access to education. For secondary education, the state has 6,193 government and aided secondary schools, along with 849 recognized high schools and 151 permitted high schools.To universalize secondary education, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in 2009–10. Its objective is to provide quality, accessible, affordable, and equitable education to all children aged 14–18 years. With the implementation of initiatives such as the Universalisation of Elementary Education (UEE), the Right to Education (RTE) Act, 2009, and RMSA, Odisha has made significant progress in achieving the goal of free education for this age group.Identifying gaps in the education system is critical for developing effective plans to bridge these disparities. Efficient utilization of limited resources requires prioritizing development efforts. Key focus areas include:

1. Identification of populous regions lacking adequate educational facilities.
2. Identification of regions with no educational facilities at all.
3. Targeting segments of society that remain deprived of educational benefits.

By addressing these priorities, the state can work toward equitable and inclusive education for all."

DEMOGRAPHY OF ROURKELA MUNICIPALITY AND ROURKELA INDUSTRIAL TOWNSHIP

Rourkela means –“our village” in the local tribal Sadri language. It is part of Sundergarh district in the state of Odisha.. It is the third largest agglomeration in Odisha. It is located 340 km away from Bhubaneshwar, the capital of Odisha. The city is surrounded by range of hills and rivers Sankha and Koel ,the confluence of which is the Brahmani . Rourkela is divided to two urban segments – Rourkela Municipal Corporation and Rourkela Steel Township. Due to the presence of Rourkela Steel Plant- SAILs first integrated steel plant, Rourkela is known as the Steel city. The population of Municipal corporation is 3,20,040 and of Township is 2,16,410. After independence, Pandit Jawaharlal Nehru envisaged an ambitious plan of making India an industrialised nation. Rourkela being rich in mineral ores, was chosen for setting up of a steel plant. The steel plant was set up with German collaboration in the year 1955, thus leading to urbanization of the area. The steel plant is one of the Navratnas of the country. People migrated from all over the country to Rourkela in search of jobs. It is one of the fastest growing cities of India , supporting the country’s economy in a major way. Rourkela city is located at 84.54E longitude and 22.12N latitude, at an elevation of 719ft above sea level. It is a hilly region and covers an area of about 90 sq.km. The soil rich in mineral ores is predominantly red and laterite soil. It is situated on the Howrah- Mumbai rail track. The two important mines Bolani and Barsuan situated near the town provide the necessary input resources to the Rourkela Steel Plant . The hill range known as Durgapur Pahad divides the city to two parts- the steel plant area and the township. The name being derived from an old village located at the foothills of the range before the steel plant was set up. The city is divided to two sections- the old Rourkela and the steel township. The old Rourkela is the area near the railway station which

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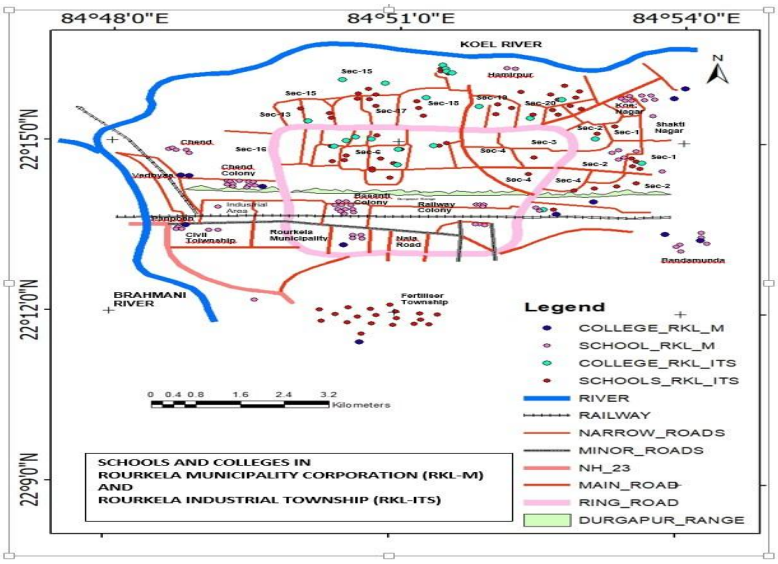
was inhabited prior to the setting up of Steel plant. the old Rourkela and some parts of the city other than the Steel township comes under the administration of Rourkela Municipal Corporation. The Table 4.1 shows the number of wards comprising under Rourkela Municipality. Near about 30 km of the NH -143 passes through Rourkela. SH 10 running from Sambalpur to Rourkela provides good road connectivity. National highway NH-143 running from Gumla in Jharkhand to Barkote in Odisha passes through Rourkela , and is a daily communication road to Bhubaneswar from Rourkela. Other than the local buses plying in and around Rourkela , there are daily long distance bus services connecting Rourkela to different parts of Odisha, Chhatisgarh and Jharkhand. The rail network is widely spread between Rourkela and other states. The railway junction under South Eastern Railway is situated in Howrah-Mumbai line. Rourkela is the profit generating junction of South Eastern Railway. The Rourkela airport is categorized under the Private License ,as per the License agreement of DGCA (Director General of Civil Aviation). The management and control of the Airstrip built by Govt of India passed into the hands of SAIL in the year 1991. The Airstrip is used by some companies and industrialists on payment of required charges and also for the visits of VVIPs and dignitaries. This Airstrip is not used for public purpose as of now. In addition to the Ispat Genral Hospital managed and controlled by RSP, there are many private and govt hospitals. The Rourkela Municipal Corporation occupies an area of about 53.3 sq.km and the Industrial Township occupies an area of about 54 sq.km. There are 42 open green spaces in and around the city which is about 10-12% of the total city area. The city is regarded as a hill station being ensconsed in the Durgapur Hills and forests with the Koel and Sankha rivers meeting to form Brahmani river that add to its scenic beauty. The soil is abundant with mineral resources like iron, manganese, dolomite ,sandstone etc. The Rourkela City Map is shown below. The steel township and Fertilizer township are under the administration and control of the Management of the Rourkela Steel Plant. The rest of the areas are under the Municipal corporation.

Map of Rourkela Industrial Township and Rourkela Municipal Corporation showing distribution of educational Institutes



LITERATURE REVIEW

Ahmed and Raza (1977) utilized Principal Component Analysis (PCA) to propose methods for assessing disparities and calculating composite indicators. In analyzing socio-economic disparities, literacy rates serve as a critical metric. Economic development and urbanization play significant roles in increasing literacy rates and narrowing the gaps between rural and urban populations (McGee, 1991). Urban expansion influences both the physical and socio-economic dynamics of urban and peripheral areas. In the hinterlands of urban regions, both agricultural and non-agricultural activities coexist, as development extends beyond administrative boundaries (Firman & Dharmapatni, 1994; Firman, 1997, 2003; McGee, 1991; Swerts & Denis, 2014).

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In East and South Asian countries, urbanization has blurred the traditional boundaries between rural and urban areas (Brennan, 1999; Hugo, 2006; McGee, 1991, 1994, 1995; McGee & Robinson, 1995). Routray (1993) applied PCA to analyze disparities in agriculture, industry, socio-cultural aspects, and the economy at the district level in Odisha. Similarly, Nathawat and Kant (1988) examined demographic indicators such as population growth and density to study development trends in Rajasthan.

Equitable distribution of educational facilities is essential for societal development. Reducing disparities in the education sector is vital to achieving this goal. The National Institute of Educational Planning and Administration has identified key parameters related to schooling to measure efficiency and address disparities (Raza & Ahmed, 1990)."

METHODOLOGY

In this study, data was collected from government publications such as the Census of India (New Delhi), the District Human Development Report (DHDR) Sundergarh, and the annual reports of Sambalpur University. Additionally, a detailed questionnaire was designed to gather specific information and was presented to the relevant authorities in the schools. The collected data was then summarized and utilized for analytical purposes."

Formula for Sample size determination

$$\text{Sample size, } n = N * \frac{\frac{Z^2 * p * (1-p)}{e^2}}{[N - 1 + \frac{Z^2 * p * (1-p)}{e^2}]}$$

(Source: Cochran, W.G. 1977. Sampling Techniques , John Wiley and sons, New York)

N = Population size, Z = Critical value of the normal distribution at the required confidence level, p = Sample proportion e = Margin of error

In Rourkela Municipal Corporation, there are 93 Primary schools, 70 secondary schools , 07 High Schools , 7 Degree and 08 Technical Institutes. In Rourkela Industrial Township , there are 53 Primary schools, 44 Secondary schools, 24 High Schools, 5 Degree and 18 Technical Institutes. All the institutions are completely surveyed.

The sufficacy of the available facilities and the resources have been analyzed with the following indicators- Population density, Population growth rate, Sex Ratio, % literacy, % Female literacy, % Total worker, % Main worker, % Marginal worker , Percentage of population served by the school within the walk-able distance, Percentage of habitations having facility of a school level, Availability of number of schools per 1000 children in the age group of the corresponding school level, Literacy rates , Gross Enrolment ratios, Pupil Teacher Ratio, Percentage of educational institutions with permanent building, and Gender parity index(GPI).

All these parameters have been quantified with indicators , which help in identifying the gaps that exist in the system.

Percentage of population served by the school within the walkable distance: It is the percentage of population of habitation having the required school level to the total population of the habitation.
(Source http://ncert.nic.in/sites/educationalsurvey)According to the norms of All India Education Survey ,2002 (NCERT), the distance considered as walkable are: Primary- 1 km ,Upper primary- 3km ,Secondary – 5km, High school- 7km.**Percentage of habitations having facility of a school level:** It is the percentage of habitations having an educational institution of any level to the total number of habitations. (Source http://ncert.nic.in/sites/educationalsurvey). **Percentage literacy:** It is the percentage of total number of literates to the total number of population above 6 years. The literacy rates can be classified into the following categories:

(>25%) very low, (25-40) low , (40-65) medium, (65-80) high, (<80)very high. **Gross Enrolment Ratio:** This indicator assesses the use of the education facilities by the target population. It is the ratio of the total enrolment at a particular level to the total population of that level of education. **Pupil Teacher Ratio- I**t is the ratio of the total number of students to the total number of teachers at a particular level of education. **Percentage Schools With Permanent Building-** It is the percentage of schools with permanent building to the total number of schools present in the region. Gender Parity Index indicates the women's inclusion in the education system. It is measured as the ratio of the total enrolment of girls to the boys enrolled in the school level in a particular year. **Population density** - It is defined as total number of persons per unit area. **Percentage literacy**- It is percentage of total literates to the total population (excluding children below 6 years) **Percentage female literacy-**It is the total female literates expressed as percentage to the total population. **Percentage participation ratio -**Participation of people include two categories- main worker and marginal worker. Main workers are those who are employed for a period more than 6 months and marginal workers are those who are employed for period less than 6 months. The participation of people in activities include cultivation, agricultural labour, industrial worker, other worker viz., in service industry , government services etc. It is the total workers expressed as percentage to the total population. **Population growth rate-**The population growth rate is the growth in population in a decade. **Sex ratio-**It is the number of female population per 1000 male population in a region.

RESULTS and CONCLUSION

There is a 23.30 % and and 1.43% Decadal growth in population of Rourkela Municipality and Rourkela Industrial Township. **(Table 6).** The density of population has been categorised to three classes of High, Medium and Low. Very low < 500, Low (500-1000), Medium (1000-2000), High (2000-4000), Very high (>4000). The density of population is very high in both the regions. **(Table7).** The population density is influenced by the range of amenities one can avail. This fact is evident as Rourkela (M) is more populous. The mushrooming growth of malls, multiplexes, branded retail stores are common in Rourkela (M). Hence, these lucrative options lead to many of the retired population of RSP choosing to settle in the municipal areas of Rourkela. The Sex ratio indicates the gender proportion of a region. Based on values the sex ratio has been categorized into the following classes. Very low < 800, Low (800-850), Medium (850-900),High (900-950), Very high (> 950) . The sex ratio of Rourkela Municipality is Medium. The ratio has improved in the last decade. Whereas the sex ratio is high in Rourkela Industrial Township. **(Table 3).** The literacy rate has been calculated by excluding the population of children belonging to (0-6) years. The literacy rate has been divided to following classes Very Low (<25%), Low (25%-40%), Medium (40%-65%),High (65%-80%), Very High (>80%)**. (Tables 1, 2 and 4).** In the urban areas of Rourkela (M) and Rourkela (ITS), the illiteracy rate is 13% and 14% of the total population respectively. The majority of the people residing in the slums are illiterates. This explains for the illiteracy rates in the urban areas. In the urban areas of Rourkela (M) and Rourkela (ITS), the literacy rates ought to be high as these are industrially developed regions with better infrastructural facilities

The level of female literacy is high in this region indicating a sound social development of the regions. Participation ratio indicates the working population. The main workers are those who work for 6 months or more. In case of Rourkela (M) and (ITS), it is high which is due to the reason that most of the population have secured jobs**.(Table 5)** The participation ratio is at 37.62%. the Rourkela Municipal area. **(Table 9).** As per the Government of India norms the percentage of population having access to different levels of school has been determined**.** In the primary school education, the status of Rourkela (M) and Rourkela (ITS) is quite encouraging. From (**Table 10)** it is clear that high percentage of population under study have access to Primary school facility. The accessibility to Secondary schools ranges from medium to high. The accessibility to High school in Rourkela (M) is very low . The Percentage of habitations having educational facility of any level is determined for different levels of schools. (**Table 11)** . In Rourkela Industrial township, most of the Primary and High school are situated in sectors. Several charitable organisations like Christian Missionary, Chinmaya Mission, Aurobindo mission, etc., have also set up their schools. Earlier the schools managed and controlled by RSP were located in most of the sectors of the township. When RSP suffered huge losses due to recession in the steel sector, most of the schools were either closed or merged. The RSP (Rourkela Steel Plant) sponsored schools are few in the township area. The school buildings are given on lease to

the private parties interested in opening schools in the area. some of the reputed private schools have set up their branches in Rourkela . There are adequate Primary schools in different locations , which are within walking distance as mentioned in the norms in the three regions catering to the population.

In the Secondary level, there are less number of Secondary schools than Primary schools. More Secondary level schools have to be set up to increase the spread so that the continuity of education is maintained. In Rourkela (M) as per the sample study, the availability of High schools and Degree colleges is low. The presence of educational institutions in the senior level is high in Rourkela (ITS). The population from the Rourkela Municipal area opt for the schools, colleges and educational institutes present in the Industrial township area. One of the reason is the availability of resources for imparting high level education. The concept of demand and supply comes into play in this region. More number of private schools function in this area. The presence of Degree college is more in Rourkela (M) and Rourkela (ITS). As these are urban areas, where all facilities and amenities are available, these places cater to higher education. Students from nearby rural areas come to Rourkela for pursuing higher studies.

For holistic development of a region , it is necessary that sufficient number of schools should be available. The availability of schools of different levels per 1000 children measures this aspect. (**Table 12**). The availability index is less than one in all levels of school in both the regions. This suggests that emphasis should be made to establish more number of schools. The Gross enrolment Rate measures the total enrolment in educational institutions. (**Table 13**). This is indicative of the percentage of population availing the educational facilities in the region. In the High School and Degree level the availability per 1000 of the population in the corresponding age group is low in Rourkela Municipality region , than Rourkela Industrial Township. Thus the students of Rourkela Municipality region go to Industrial township for pursuing their education . As per Government of India norms, the PTR for primary and secondary schools should be 1:40 and 1:30. For High school the ratio should be 1:30. As teachers are not specific for a particular level of education for classes from I-X, the total teachers in the school has been taken into consideration. The (**Table 14**) depicts the PTR in the region under study. The Pupil Teacher Ratio is low in both the regions. The scarcity of teachers in the government school exists. In the private schools , there are teachers who teach the different levels of education simultaneously in the school. A school with permanent building attracts more students than a school not having its own building. Percentage of Schools with permanent building in different levels of schools and colleges in Bisra Community Development Block. (**Table 15**). As per the schools with permanent building index, Rourkela (M), and (ITS) are at near about 100%. Most of the schools in Rourkela (ITS) function in school buildings given on long term lease by the Management of RSP.This indicates that almost all of the schools have their own building. The Gender Parity Index (GPI) (**Table 8**) indicates that the GPI at the Primary level and Secondary level is high. This indicates that the enrolment of girls to boys is comparable. In the High school level of education, there is more enrolment of girls than the boys in Rourkel Municipality region. Reason being the presence of less number of High school level of institutions in the region. In the Degree level, the GPI is high in both the regions under study. In Rourkela (ITS), the enrolment of girls is less in comparison to the boys in High school level. Reason being that more options for pursuing High school level of education is available in this region. This attracts the students from nearby places who are interested in continuity of their studies. In the Degree level, the GPI is high in all the regions under study. In Rourkela(M) and (ITS) , most of the boys opt for professional level of education in places other than Rourkela. The girl students from nearby places prefer to join the degree colleges and the technical institutes in Rourkela (ITS) since they find it near to their place of residence.

Suggestions:

To improve the Pupil Teacher ratio, more number of appointments need to be made for qualified teachers. In the private schools there are common teachers for primary and secondary schools. This practice needs to be curbed , since the potential of the qualified teacher for teaching higher classes is not utilized fully. Rourkela is a fastest developing city. There are inadequate professional and technical institutes. Setting up of more technical institutes can bring about a radical change in the demography of the place. The rapid economic development of Rourkela city has set the stage ready for establishment of some international schools of repute. The demand and supply gap

indicates the establishment of international schools and technical institutes which can provide the necessary impetus for making Rourkela an educational hub of the state of Odisha.

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TABLES

Table 1. Literacy status in Rourkela Municipality

ex	otal Population	ategory	otal	ercentage
ale	9095	iterates	6794	.90
		literates	2301	.10
emale	0945	iterates	9608	.61
		literates	1337	.39

Table 2. Literacy status in Rourkela Industrial Township

ex	otal Population	ategory	otal	ercentage
ale	2897	iterates	414	.06
		literates	483	.70
emale	3513	iterates	764	.53
		literates	186	.05

Table 3- Sex ratio (Number of females/thousand males) in Rourkela Municipality and Rourkela Industrial Township

egion	ears		ategory
	001	011	
KL(M)	6	3	edium
KL(ITS)	9	7	igh

Table 4- Literacy rate (Total literates/Total population) in Rourkela Municipality and Rourkela Industrial Township

egion	iterate opulation	otal population	iteracy ercentage
KL(M)	6402	4551	.59
KL(ITS)	6178	4093	.62

Table 5- Percentage of Total, Male and Female Main workers in Rourkela Municipality and Rourkela Industrial Township

Region	otal orker	ain worker opulation	ain worker ale opulation	ain worker emale opulation	ain worker Percentage		
					otal	ale	emale
KL (M)	7036	749	184	565	.26	.25	.75
KL (ITS)	879	771	154	17	.33	.68	.32

Table 6- Decadal growth in population of Rourkela Municipality and Rourkela Industrial Township

egion	opulation		crease in opulation	ecadal rowth (%)	rowth ate
	001	011			
KL (M)	9553	0040	487	.30	edium
KL (ITS)	3360	6410	50	43	ow

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Table 7 Population density (person/square Km) in Rourkela Municipality and Rourkela Industrial Township

egion	opulation Number)	rea q.Km.)	opulation Density erson/Sq.Km.	lass
KL(M)	20040	5.16	598.71	ery high
KL(ITS)	16410	4.83	282.08	igh

Table 8 Enrolment of females and males at different education levels in Rourkela Municipality and Rourkela Industrial Township

articulars		ourkela (M)		ourkela (ITS)	
ge Groups	**ducation Level**	**emales**	**ales**	**emales**	**ales**
11 Years	imary	026	473	023	25
2-15 Years	econdary	729	444	316	384
6-18 Years	igh School	80	65	571	382
22 Years	echnical Education	296	751	765	018

Table 9 Participation Ratio of Rourkela Municipality and Rourkela Industrial Township

egion	otal Worker	otal Population	articipation Ratio (%)
KL(M)	07036	34551	7.62
KL(ITS)	1879	04093	7.03

Table 10 Percentage of population served by a school within the walkable distance in Rourkela Municipality and Rourkela Industrial Township

Region	**otal opulatio**	**opulation served Primary school km)**	**opulation served Secondary hool km)**	**opulation served High School km)**	**ercentage of Population rved by**		
					rimary chool	**econdary chool**	**igh chool**
KL (M)	34551	57237	26336	1959	4	0.54	3
KL (ITS)	04093	72887	72887	71152	0	0.07	3

Table 11 Percentage of villages/wards having educational facility in Rourkela Municipality and Rourkela Industrial Township

Region	Total villages/ wards	Number of schools/colleges					Percentage of villages/wards served by				
		Primary	Secondary	High School	Degree College	Technical institute	Primary School	Secondary School	High School	Degree Colleges	Technical institutes
RKL (M)	33	93	70	7	7	8	281.82	212.12	21.21	21.21	24.24
RKL (ITS)	19	53	44	24	5	18	278.95	231.58	126.32	26.32	94.74

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Table 12 Availability of different levels of schools and colleges per 1000 of the corresponding age group in Rourkela Municipality and Rourkela Industrial Township

Region	Existing Number of Schools				Population of the Corresponding age group				Availability Index			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
RKL (M)	98	70	7	15	38524	26734	18740	18498	0.25	0.26	0.04	0.81
RKL (ITS)	53	44	24	23	26050	18078	12672	12509	0.20	0.24	0.19	1.84

Table 13 Gross enrolment ratio of different levels of schools and colleges in Rourkela Municipality and Rourkela Industrial Township

Region	Enrolment				Population of the Corresponding age group				Gross Enrolment Ratio			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
RKL (M)	16499	16173	1595	3166	38524	26734	18740	18498	42.83	60.50	8.51	17.12
RKL (ITS)	17148	16200	7453	2533	26050	18078	12672	12509	65.83	89.61	58.81	20.25

Table 14 Pupil teacher ratio in different levels of schools and colleges in Rourkela Municipality and Rourkela Industrial Township

Region	Enrolment of Pupil				Number of Teachers				Pupil Teacher Ratio			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
RKL (M)	16499	16173	1595	4047	1175	740	73	218	14.04	21.86	21.85	18.56
RKL (ITS)	17148	16200	7453	2033	1056	1082	331	118	16.24	14.97	22.52	17.23

Table 15 Percentage of Schools with permanent building in different levels of schools and colleges in Rourkela Municipality and Rourkela Industrial Township

Region	Schools with permanent building				Number of Schools				Percentage of schools with permanent buildings			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secon-dary School	High School	Degree College/ Technical Institute	Primary School	Secon-dary School	High School	Degree College/ Technical Institute
RKL (M)	93	70	7	7	93	70	7	7	100	100	100	100
RKL (ITS)	53	44	24	5	53	44	24	5	100	100	100	100