



HIGHER EDUCATION: A CHALLENGE FOR TRIBALS OF MAYURBHANJ

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Abstract

Education is essential for every human being. Higher education is the best platform for developing human capital. Mayurbhanj is a Tribal populated district. Scheduled tribe population includes tribes like Santal, Kolha, Munda, Lodha, Bhuyan, Bathudi and Bhumija etc. Though this district is developing in the field of education, it is not satisfactory. Tribal people think that matriculation is enough for their education. So, they don't think higher education is necessary for them. They get satisfied with their education which they get up to Matriculation. Besides, half literacy, poverty, communication, old set of minds, tradition, etc are obstacles for their higher education. By overcoming all difficulties to take higher education of a tribal student is such a challenging task.

Keywords: Higher Education, Poverty, Human capital, Tribal.

Introduction

*“As without salt curry is tasteless
As without grammar sentence is meaningless
Without education human life is worthless.”*

It can be argued that in organizations real change comes in two forms: development or deterioration. Now a day's people as well as Human beings are considered as capital. Human capital is defined as a combination of genetic inheritance, education, experience and attitudes about life and business. All intangible assets are produced by human capital.

It should be our duty to take care of human capital. Mainly there are two fields for taking care of human capital, one is health and second is Education. Besides health now Education is also very important for livelihood. We have to give proper education in every stage. In our education system there are 3 stages such as Primary, Secondary and Higher Education. Development can take place through proper education, coaching, mentoring etc. Higher Education is the best platform for developing Human Capital. In higher education knowledge should be given in appropriate way. In most of the college there are insufficient number of faculties. So that lack of faculties in colleges hampers the study of students.

Mayurbhanj is a rural district. There is no equality in education in Mayurbhanj. Though urban students get updated, rural and tribal can't acquire that knowledge. Tribal students face difficulties to complete their education. Problem arises due to transportation, communication, network, lack of awareness and their poverty.

Living Below poverty line is the crucial reason, which hampers the study of tribal students. At the age of higher education, they do work for their family this responsibility comes to them as burden. Tribal girls face problem due to their orthodox rituals. Tribal people give much importance to marriage than education. Unwillingly girls do marry and their education stops there, which ultimately gives negative



impact on development on human capital. Generally Tribals are not ambitious and they don't have competitive mind. Lack of enthusiasm is also drawback for getting higher education addiction of wine also constitutes for higher education of tribal.

Review of Literature

Human capital is a strategic factor in production (Sen, 2010) as it represents the cognitive competencies, skills, relational behavior and knowledge of individuals that enhance productive output (Shuller, 2000) that eventually contributes to organization productive performance (Shuller, 2000; Son, 2010).

Research done by Black and Lynch (2001) on the manufacturing and non-manufacturing sectors on the link between knowledge improvement training and productivity revealed that for manufacturing the greater the proportion of time spent in formal employee training the higher the organizational productivity. For non-manufactures the content of training programs provided by employers seems to have an important impact on firm productivity. Organizations have shifted their outlooks about HCDA from a stand-alone event to an entirely integrated, strategic component of the firm (Salas & Cannon-Bowers, 2001). Strategically, even though a firm may have a great strategic plan in place, if the human capital is not developed to a point where they have access to the relevant knowledge, skills, and attitudes to successfully support or carry out the strategic plan, the plan is watered down (Sum, 2010) With the cost of human capital development today running into billions of dollars annually (Green, Patel, Lemke & Bussenger, 2010), investments made in human capital development approaches require justification in terms of improved organizational performance (Huselid, 1995; Shuller, 2000).

As a result different human capital development approaches, including action learning (Freedman, 2011; Kuhn & Marsick, 2005), just-in time training (Beckett, Agashae & Oliver 2002) , mentoring (Allen et al., 2004; Kram,1985), coaching (Wales, 2002; Locke, 2008) and technology simulation (Read & Kleiner, 1996)*Academy of Strategic Management Journal, Volume 11, Number 2, 2012* have been a key in influencing the sphere of knowledge development. Firms operating in knowledge based environment are said to be more dependent on employee knowledge (Porter, 2000). Therefore, the approach used to develop human capital has a significant contributing linking factor to the outcome of knowledge retention.

Many scholars have embarked on looking at the knowledge-based view of the firm (Demsetz, 1988; Conner & Prahalad, 1996; Kogut & Zander, 1992; Grant, 1996; Madhok, 1996) in the hope of developing it into a theoretical status. Knowledge is among the valuable resource to the firm that is protected and ways are sorted by the management on how to organize it and efficiently generate knowledge and capability (Nickerson & Zenger, 2004). How and what knowledge is imparted and integrated into the firm influences the competitive edge that results from use (Eisenhardt & Martin, 2000; Grant, 1996). Knowledge based view as a strategic formulator is reinforced by its main components: the people who are the knowledge carriers and the agents of the business (Sveiby, 2001); organizational structures created by the people to allow interaction as well as self-expression (Weick, 1983; Sveiby, 2001); transfer capabilities of knowledge both internal and external (Sveiby, 2001); and knowledge management (Nickerson & Zenger, 2004; Bencsik & Sóllyom, 2011).

The literature advances the idea that human capital development approaches is a basic entity of knowledge generation (Sum, 2010) which results to strategically using the acquired knowledge and



hence evoking firm performance (Conner & Prahalad, 1996; Eisenhardt & Martin, 2000). This connected depiction triggers the model described in this paper based on Grants (1996) characteristics that are pertinent to utilization of knowledge within the firm to create value.

Scarborough and Elias (2002) believe that: ‘The concept of human capital is most usefully viewed as a bridging concept – that is, it defines the link between HR practices and business performance in terms of assets rather than business processes.’ They point out that human capital is to a large extent ‘non-standardized, tacit, dynamic, context dependent and embodied in people’. These characteristics make it difficult to evaluate human capital bearing in mind that the ‘features of human capital that are so crucial to firm performance are the flexibility and creativity of individuals, their ability to develop skills over time and to respond in a motivated way to different contexts’. It is indeed the knowledge, skills and abilities of individuals that create value, which is why the focus has to be on means of attracting, retaining, developing and maintaining the human capital they represent.

Davenport (1999) comments that: People possess innate abilities, behaviors and personal energy and these elements make up the human capital they bring to their work. And it is they, not their employers, who own this capital and decide when, how and where they will contribute it. In other words, they can make choices. Work is a two-way exchange of value, not a one-way exploitation of an asset by its owner.

Rao T.V., (1982) conducted a Survey of HRD practices in Indian Industries. The survey reveals that only 17 out of 53 companies had formal policy focusing on HRD. All in all HRD appeared to be becoming a significant aspect of work life in many organizations.

Rao T.V. (1984) to judge HRD climate in Indian organizations. The survey revealed that the general climate was not very conducive to HRD due to general indifference of employees to their own development. The top management in most organizations was not making sufficient efforts to improve the quality of work life.

Silvera (1988) builds a core for HRD, based on experiences of dynamic result oriented companies. The work under reference is an attempt at sharing about companies which have created healthy work place environments, conducive to initiate, fair play and self development. It provides panoramic view of the HRD practices in dynamic and growth oriented companies in the Indian context. The work includes quality circle, democracy at work place, and discipline management managing change through mentoring, organization development and so on. The work has been organized in a way that it can give an overall perspective of the philosophical and conceptual issues involved in HRD.

Rao, Verma. Khandelwal and Abraham(1988) entitled ‘Alternative approach and strategies of Human Resource Development’, various mechanisms of HRD like performance appraisal, potential appraisal exercise, performance feedback and counseling system, career planning and development, role analysis, OD intervention and training etc.

T. V. Rao and Abraham (1989) surveyed the HRD practices of 68 Indian organizations and measured various elements of the HRD profile of these organizations including performance management practices, training career planning, promotion, rewards etc, and the HRD climate. Abraham constructed an index of growth of the company profitability as a measure of organizational performance. He found



that the perception of the HRD climate of the company was more important than the HRD practice itself. His study also indicates that HRD culture is a powerful intervening variable in translating HRD practices into profit.

There is considerable literature on tribal development and growth of education among the tribals. According to virginices Xaxa (2015), the colonial state did almost nothing to improve the socio-economic conditions of the tribal's other than providing them protective measures. He says that the post independent India also continued the same policy with little modification such as providing certain percentage of seats in state sponsored educational institutions and government service. Under these provisions, 7.5 percent jobs were reserved both in central and state government for tribal's.

Vinoba Gautama's paper (2003) on janasala experience, a collaborative programme between the Government of India and United Nations agencies to achieve universal elementary education, especially for girls and children from the deprived communities, working children, and children with specific needs. It tries to cover nearly three million children; Out of it, 33% would be tribal children. Under Janasala, many favourable interventions were undertaken to improve quality education of tribal children. The study proposes that as the tribal children prosers cognitive abilities, a suitable curriculum and teaching methods need to devised. Finally, the paper concludes that non-tribal education has very limited value in tribal cultural milieu because it does not match with the lifestyle of individuals and the needs of the tribal community. There is a need to linking school education with life and the needs of the tribal communities.

Bisamay Pati 'Resisting Domination: Peasants, Tribal's and the National Movement in Orissa, 1920-50' narrated about the national movements or Orissa and the role of Gandhji in inspire political spirit from the grass root level. The author also attempts to grass up the peculiar Socio- economic features of Orissa keeping linkage with the political mobilization at different layers of Society.

S. Venkataiah's "Modern tribal education" depicts that the Tribal's are the aboriginal people constitute around 7 percent of the population of the country. They are backward in all respects – hence the need of special modern education for them. Since tribal's still professing their ancient religion and unique life pattern, special efforts are needed to educate them. The present book is devoted to the modern education of tribal's. Undoubtedly, this will prove a veritable mine of information to academics, researchers, policy planners and administrators.

"Tribal Research Bulletin", Vol : xxxiii, No. 2, September 2009, Arvind Kumar Jha, Commissioner, Tribal Research and Training Institute, Maharashtra. "Tribal population rate is high in South Africa and second is India, Tribal population in India is equivalent to the total population of Canada, Australia, Sweden and Belgium. Tribal education is the basic factor for the tribal Development in India. The new economic policy is a threat to Tribal education and development. The aboriginal people are still lacking on the education front. As per the Article 46 of the constitution of India, states are bound to the Socioeconomic and educational development of the Tribes in India but are not performing as per the requirement".

Sociological Bulletin- Journal of the "Indian Sociological Society," Vol : 48, No.1, March-September 1999, Pg 7, topic- "Tribe, Region and Nation in the context of the constitution of the India State." Writer-Jagannath Pathy- "The reason for conceptual revision could be many but some significant ones



may be worth reiterating previously unquestionable terms have been decent red largely due to the newly emerging political identities for instances a tribe or Tribal Social formation, Once referred to a stage destined to move towards the ubiquitous mainstreams by means of Education, Modernization and so on". IOSR Journal of Economics and Finance (IOSR-JEF), e-ISSN : 2321-5933, P-ISSN : 2321-5925, Vol. : 3, ISSUE : 2, Ver : (March-April,2014), PP48-52, topic : "Challenging issues of Tribal Education in India", written by : Kabita Kumari Sahu, Lecturer in Economics, Baripada University, Odisha "currently, the tribe lag behind not only the general population but also the scheduled group is literacy and education. This disparity is even more marked among the scheduled tribe women, who have the lowest literacy rate in the Country (Maharatna, 2005).

The Female gap in literacy and educational attainment among the scheduled Tribes is significant. Education specially in its elementary form, is considered of utmost importance to the tribal because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Hence the educational status of the scheduled tribes and the rate of governance in direction are high incidence of literacy and very low level of education among the tribal people. India Education Report: A profile of Basic Education, "Education among the Scheduled Tribes".

Now Delhi: Oxford University Press, writer-K. Sujatha, Andhra Pradesh (2000)- In a study on Tribes of Andhra Pradesh, K. Sujatha (1994) contended that the perspective adopted for Educational Development of Tribal communities fails to adequately address the specific disadvantages characterizing the Tribal population. She found that one of the major constraint of Tribal education as the planning level is the adoption of a dual system of administration. Raymonds Firth "Economy deals of Social Relations" Economy is an important constituent of the community life and play deciding role in the formation of the cultural and social structure of the Tribal societies.

Scope of the study

The scope of the study is confined to Mayurbhanj district in respect of human capital development in higher education. Higher education system provides large scope for human capital development these factors are changing time to time so it requires an equally or even faster developing human resources to cope with it. At the development of human resource, education is a main source. Human resource development involved in development of higher education. They include faculty, educational institution, educational administrators and aid to technology at state and central level. We have to survey the higher educational departments belongs Mayurbhanj.

Mayurbhanj is a land locked district with a total geographical area of 10418 sq. km and is situated in the northern boundary of the state of Odisha with district headquarters at Baripada. The district is bounded in the north-east by Midnapur district of West Benge, Singhbhum district of Jharkhand in the north-west, Balasore district in the south-east and by Keonjhar in the south-west. More than 39 percent of total geographical area (4049 sq.km) is covered with forest and hills. The district comprises of fournumbers of sub-divisions with 26 numbers of blocks with 382 Gram Panchayats and 3945 villages. The decennial growth rate of population is 13.3% and the literacy rate in the district is 63.2%. The district has a rich mineral base and is home to the Similipal national biosphere. The district has 50 colleges offering higher education to the students. There is one University named North Orissa University.



Though, Mayurbhanj is a tribal district, education needed for development of Human Capital. Students of this district are facing so many problems with higher education. We have to provide new schemes to short out these issues.

Relevance of study

Education is an integral part of life. Development and Education are two sides of a coin. Education plays a vital role in developing Human Capital. Proper education and training can be helpful to develop human capital. Higher education is a perfect platform to improve skill, ability and productivity and in all cases. Through proper resource, guidance and study in higher education students develop their intellectual ability and generate new knowledge so that human capital automatically develops. The essence of Human capital development is education. Higher education has a key role in developing Human capital as well as a Nation. A country which attains high rate of literacy can only attain high rate of human development. Tribal are so far from higher education. They should be literate in order to develop national wealth. Tribals' education takes important role in developing human capital also. Where tribal are improved the nation automatically be improved. Tribal's education made them to overcome from their problem.

Salient Features of Nep 2020

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. The policy has been formulated after a very detailed consultative process, unprecedented in depth and scale. Consultation involved over 2 lakh suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015. In May 2016, 'Committee for Evolution of the New Education Policy' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. In June 2017 a 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist **Padma Vibhushan, Dr. K. Kasturirangan**, which submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister on 31st May, 2019. The Draft National Education Policy 2019 was uploaded on MHRD's website and at 'My Gov Innovate' portal eliciting views/suggestions/comments of stakeholders, including public.

Higher Education

Increase GER in higher education to reach at least 50% by 2035. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.

Regulation

There will be a single overarching umbrella body for promotion of higher education- the Higher Education Commission of India (HECI)- with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council



(NHERC). Regulation will be 'light but tight' to ensure financial probity and public-spiritedness to eliminate conflicts of interest with transparent self-disclosure as the norm not an inspectorial regime. The regulatory body will function through a faceless intervention through technology for regulation & will have powers to penalize HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Objectives

- ✓ To study the enrollment of student in higher education.
- ✓ To study the challenges faced by tribal students for higher education.

To study the challenges faced by tribal students for higher education.

- **Poverty:** due to poverty pupil get matured before they really grow up. Responsibility makes them to earn for their livelihood. Though they want to pursue higher education, poverty becomes obstacles. At the time of higher education they do hard work to earn money. The economic condition of tribal people as so poor that they do not desire to spare their children or their labour and allow them to attend schools.
- **Child marriage:** although child marriage is prohibited, tribal's follow the child marriage tradition and culture. They think that marriage is more important for girls than their education. Marriage becomes their main goal. Girls at the age of taking higher education, they indulge in their household work, becoming a good house wife. All their desire for education stops while they get married unwillingly.
- **Mindset;** Mind setup of tribal is different from others. They think that matriculation is much more enough for study and Higher education may cause problem for their community. - As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- **Communication;** communication is a natural barrier for tribal's. Generally tribal stay in rural and remote area. Even Today many villages are not connected to the urban Areas.
- **Bad alcohol:** Local alcohol becomes addiction to locals. They take that as food, which affect their health as well as education. They lose their commonsense by taking alcohol. So tribal can't decide which is bad for them.
- **Constraints at home:** It refers to the adolescents' involvement in householdchores, which not only eat into their time but also divert their attention. This dilutes their interest in studies and disturbs their concentration. Female adolescents were generally involved in domestic work and looking after younger siblings, while the male adolescents were either involved in home or outside home activities. There was a lack of parents' positive attitude towards their children's education.
- **Lack of proper monitoring-** Proper monitoring is hindered by poor coordination between the Tribal welfare Department and school Education Department

Methodology

The study is aimed at identifying how higher education influences human capital development in Mayurbhanj district.

- **Research Design:** This will be a descriptive study that will be based on collection of primary and secondary data from Colleges and Universities of Mayurbhanj. They will adopt a combination of methodologies such as case study and survey method.



- **Research Universe:** The universe of the study comprise of colleges and Universities and their teaching and non teaching staff and students.
- **Data Sources:** Data will be collected from Primary and Secondary Sources for analysis and interpretation and to justify the relevance of the study.
- **Method of data collection:** Methods like Field Survey, Interviews, and Structured Questionnaires will deployed to get values added information of Govt. and non-Govt. Colleges of Mayurbhanj District for the study.
- **Data Analysis:** Data will be analyzed by using different advanced statistical methods which is meant for comparative and experimental analysis, to draw meaningful conclusion of the study.

Period of Study

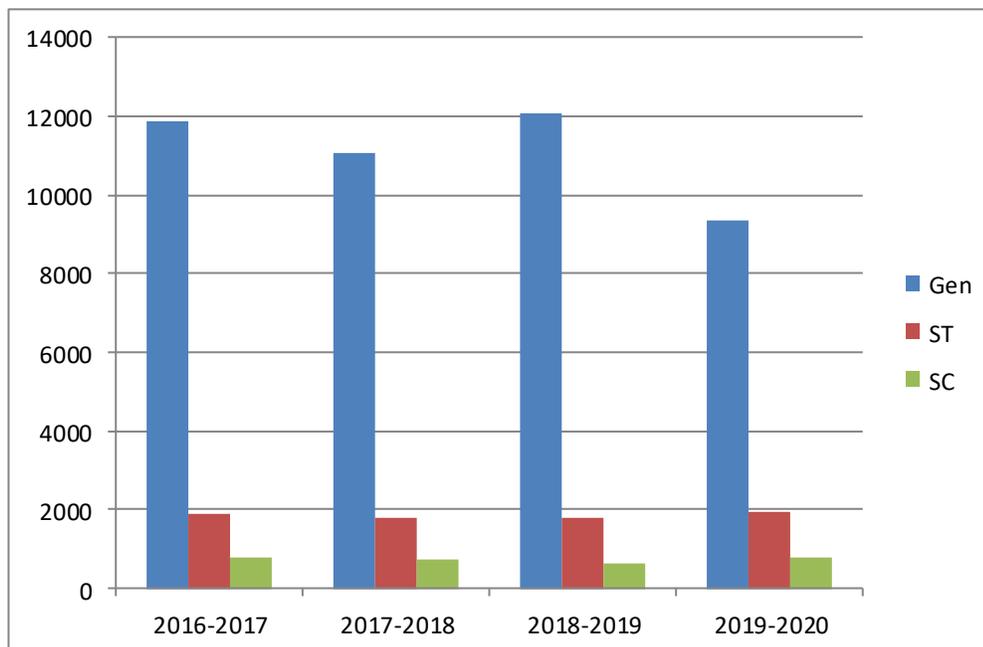
The period of study is to be taken from 2016 to 2020. The Human Capital developed during this period due to improve in higher education.

Enrollment figure of Higher education in Mayurbhanj during 2016-2020

YEAR	STUDENT			
	Gen	ST	SC	Total
2016-2017	11889	1914	775	14578
2017-2018	11053	1795	718	13566
2018-2019	12096	1783	640	14519
2019-2020	9336	1941	649	11926

Collected by the 1st Author.

In 2016 -2017 tribal students comprise 1914 and in 2017-2018 it decreases by 6.21% over preceding year. Again in 2018-2019 it decreases by 0.66% over previous year. But in 2019-2020 it increases by 8.14% over previous year.





The Graph of the last few years exhibits the difference between general category numbers and ST category numbers. % of ST students to total students enrolled in Higher Education in the District of Mayurbhanj which was 13.13 in 2016 is enhanced to 16.28 in 2020.

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